



---

## Keep Your Card in this Pocket

---

Books will be issued only on presentation of proper library cards.

Unless labeled otherwise, books may be retained for four weeks. Borrowers finding books marked, defaced or mutilated are expected to report same at library desk; otherwise the last borrower will be held responsible for all impositions discovered.

The card holder is responsible for all books drawn on his card.

No books issued unless penalties are paid.

Lost cards and change of residence must be reported promptly.



## PUBLIC LIBRARY

### Kansas City, Mo.

---

## Keep Your Card in this Pocket

---

PRINT AND ENVELOPE CO., K. C., MO.

KANSAS CITY, MO. PUBLIC LIBRARY



0 0001 0185497 4





UNIVERSITY EXTENSION

1873-1923

CAMBRIDGE UNIVERSITY PRESS

C. F. CLAY, MANAGER

LONDON : FETTER LANE, E.C. 4

NEW YORK : THE MACMILLAN CO.

BOMBAY  
CALCUTTA  
MADRAS

} MACMILLAN AND CO., LTD

TORONTO : THE MACMILLAN CO. OF  
CANADA, LTD

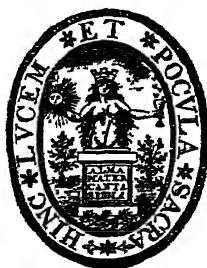
TOKYO : MARUZEN-KABUSHIKI-KAISHA

ALL RIGHTS RESERVED

UNIVERSITY EXTENSION  
*A* SURVEY *of* FIFTY YEARS  
1873-1923

BY

WILLIAM H. DRAPER, M.A.  
*Master of the Temple*



CAMBRIDGE: *At the* UNIVERSITY PRESS

1923

**PRINTED IN GREAT BRITAIN**

## P R E F A C E

WHEN I was invited by the Local Examinations and Lectures Syndicate of the University of Cambridge to prepare a short survey of University Extension work in England during the past fifty years, I knew what a large field of work had to be brought under review. It was, however, the natural right of Cambridge to take the initiative, for it was from there that the Movement began in 1873, and there its first lines were laid down. It is in Cambridge also that the Conference that is to mark the completion of half a century's work in this enterprise will be held in the month of July of the present year. These circumstances have led me to concentrate more attention on the operations of that University but at the same time to show how fully its task has been shared by Oxford and London, and is now being shared by the other and younger Universities and Colleges that have come into being since 1873, and by the noble foundation at Manchester that looks back for its origin to 1846.

Looking to the future, it appears that to Universities there is coming a new opportunity of making the pursuit of learning wear an aspect more really humane than it had come to wear, at least in some countries, before 1914. Whether they will be able to use that opportunity depends in some degree upon the response they make to men's desire for the extension of their teaching more widely than in time past. Knowledge is power, but something else is

required to give power its direction. Universities as the trustees of knowledge have some responsibility for the direction of the power which knowledge gives. Their responsibility is shared by the public of the nations in which Universities exist. But in our own country, as in America, it seems clear that the largest body of public opinion shows a definite trend in favour of the power bestowed by knowledge being directed by motives of human friendship rather than by motives of human ambition. If this be a true reading of the world's mental barometer it should augur well for University Extension work in the next fifty years, for the motives behind that work have been and are now motives not of ambition but of friendship between men everywhere.

W.H.D.

*May, 1923.*

#### ERRATUM

On p. 49 line 25, p. 53 line 27, p. 54 line 1 *for the name of* Bishop G. F. Browne *read* Sir Michael Sadler.

# CONTENTS

	PAGE
PREFACE. . . . .	v
 <small>CHAP.</small>	
I. INTRODUCTORY . . . . .	1
II. SEED-TIME . . . . .	6
III. THE RISE OF UNIVERSITY COLLEGES . . . . .	21
IV. OXFORD ENTERS THE FIELD	32
V. THE RISE AND DEVELOPMENT OF THE SUMMER MEETING .	46
VI. TUTORIAL CLASSES . . . .	64
VII. PERSONNEL AND ORGANISA- TION . . . . .	76
VIII. THE SITUATION TO-DAY .	91
CHRONOLOGICAL TABLE . . .	118
EXTENSION WORK IN UNIVERSI- TIES OTHER THAN OXFORD AND CAMBRIDGE . . . . .	137
 APPENDIX	
I. A RECORD OF SUMMER MEET- INGS . . . . .	148
II. SUMMER MEETINGS—INAUG- URAL LECTURES . . . . .	150
INDEX . . . . .	152





## CHAPTER I

### INTRODUCTORY

UNIVERSITIES are living institutions capable of extension in various directions and in more ways than one. But in England during the period of the past fifty years the term University Extension has come to stand for a movement in the sphere of education that has a definite connotation, and of which the main feature is the spreading of knowledge of such subjects as are treated in Universities to other places than towns or cities where Universities already exist.

The purpose of this short study is to make a survey of this Movement which will both record the salient points of its development between the years 1873-1923, and at the same time interpret the aims of those who have initiated it and are carrying it forward. The use of such a survey is not only to serve as a chapter of educational History but also to help those engaged in Education, and the Public generally for whom education exists, to judge better what the worth of the movement is and how far it is capable of still greater usefulness in the future.

Any further comments upon the forming of such judgment will be better reserved until the features of the history have been brought out, the principal facts clearly set down, and the present situation thereby brought before the public mind for due consideration and attention.

It need only be added here that there could hardly be a fitter opportunity or occasion for trying to arrive at such a judgment than the assembling of a Conference of those chiefly concerned with this Movement, from all or most of the Universities of the Empire, in this year 1923, and in the University of Cambridge. For it is to Cambridge that the present phase of University Extension owes its inception and many of its most potent principles and aspirations; though Cambridge itself will be the first to acknowledge how much has been contributed by the enterprise and experience of other Universities who at earlier or later periods, in the spirit of comradeship and co-operation, have entered the same wide field.

The work done in the half century we are to survey was initiated as a response to certain demands that made themselves audible, particularly in the North of England, towards the close of the decade of 1860-70. But even in the preceding decade there were men in Oxford and Cambridge who foresaw that such needs were likely to arise, and who, perhaps, were moved by their experience of the contrast between the opportunities for learning and study in the two old Universities and the almost total lack of such opportunities in populous centres elsewhere. The two most conspicuous names among men who showed this foresight were those of William Sewell at Oxford and Lord Arthur Hervey (afterwards Bishop of Bath and Wells) at Cambridge.

They themselves were taking up the gauntlet thrown down in 1845 by a philanthropic group of public men who in that year presented an address to

the Hebdomadal Council of the University of Oxford asking that measures might be adopted for the admission of poorer men to the University, of which an account is given in the Report of the Oxford University Commission of 1852.

Mr Sewell published in 1850 a pamphlet of 'Suggestions for the Extension of the University' submitted to the Revd the Vice-Chancellor by Wm Sewell, B.D., and in Mr H. J. Mackinder's and Sir Michael Sadler's valuable book on University Extension (1891) it is mentioned as probable that Mr Sewell was moved to take the action he did by the recent fine legacy in 1846 of Mr John Owens of Manchester for the purpose of founding there the College which afterwards bore his name, and was opened in 1851.

In 1855 at Cambridge Lord Arthur Hervey published what was entitled 'A Suggestion for Supplying the Literary, Scientific, and Mechanics Institutes of Great Britain and Ireland with Lecturers from the Universities.' In this short pamphlet the author shows his prescience by recommending the very form in which Extension work, as we know it, was first made a reality, some eighteen years later, by the action of Cambridge University herself; moved so to do by a distinguished son of her own who has the best right to be considered the pioneer of the movement we are surveying, so far as the older Universities are concerned, Mr James Stuart.

In 1866, eleven years after the publication of Lord Arthur Hervey's pamphlet at Cambridge, there were published, also in pamphlet form, by Macmillan and Co., London, under the title 'Oxford University Ex-

tension' six Reports drawn up by the same number of Sub-Committees, who themselves were appointed by a general Committee nominated at a Meeting of Graduates of the University of Oxford held in the Hall of Oriel College on November 16th, 1865, and at which the Provost of Oriel (Dr Hawkins) took the Chair. The titles of these six Reports are as follows:

- I. On the Foundation of a New College or Hall.
- II. On adapting existing Colleges and Halls to the object of University Extension.
- III. On allowing Undergraduates to reside in Lodgings through their whole time.
- IV. On allowing Undergraduates to reside in Lodgings after keeping eight terms in College.
- V. On extending University Education to persons intended for the profession of Medicine.
- VI. On the extension of the University by the affiliation of other places of a liberal education.

Two points about these Reports deserve notice. First, the evidence they afford that before 1870 the meaning of the term 'University Extension' was of much wider scope, than that with which it has come to be associated in later time; and second, that not one of these six Oxford committees hit upon the direction which the Movement was presently to take, when the practice of sending out Lecturers under the University of Cambridge to deliver courses in various towns was inaugurated.

They did however anticipate some very real extension of Universities in the sense then within their view, such as the building of new Colleges within the University or adjacent to it, and the widening of

the Faculties to include Medicine, and the affiliation of other places of a liberal education, although the policy which was subsequently adopted would be described more accurately by the word association than affiliation, for the thread of connection between Oxford and any of these 'other places' was more that of friendly assistance than of parenthood.

The real and official beginning of the Movement which we are to survey is to be found in the action taken in 1873 by the University of Cambridge, in appointing a Syndicate first to consider the subject of how best to meet certain demands for the extension of University teaching in populous centres, and then the sending out of official Lecturers under the University to certain places in October 1873.

From that date and from the appointment of the Cambridge Syndicate, University Extension, in the current sense of the words, passed from being a subject of discussion to an actual work begun, and the account of the first stages of that work will form the subject of the next chapter.

## CHAPTER II

### SEED-TIME

*Cast thy bread upon the waters: for thou shalt find it after many days. . . . In the morning sow thy seed, and in the evening withhold not thine hand: for thou knowest not whether shall prosper, either this or that, or whether they both shall be alike good.*

NEVER has the Wise Man's forecast been more strikingly fulfilled than in the history of the enterprise of University Extension during the past fifty years. It begins with seed-sowing, it continues with the upspringing of the seed, and it goes on to present a scene of labour through which some part of the seed bears fruit and prospers, and other parts seem to produce little result. But the great fact to be taken into account is that the enterprise is afoot. Universities have not only grown up and come to stay, but have been indisputably accepted as necessities of human life. They are like gardens within walls, and a fragrance comes over the walls and is wafted into the world beyond; and there arises in the world a desire for more of that from which the fragrance comes, more knowledge, more fellowship in the pursuit of knowledge, and more of that ethical grace which is found to accompany fellowship in the pursuit of knowledge, when that fellowship is sustained in the spirit that men have seen manifested in the best periods of the Universities already existing.

That is the root and spring of University extension whether in the twelfth, the sixteenth or the twentieth century, and what we have now to do is to trace the

beginnings of that actual phase of it with which we in our own time are concerned, and which, as we have seen, began to take shape at Cambridge just half a century ago.

It is fortunate that we have a record of the first beginnings drawn up by the man himself who was the moving spirit of the enterprise. In 1911, there was printed at the Chiswick Press (for private circulation) a volume of 300 pages, entitled *Reminiscences by James Stuart*. The thirty pages in this book, from 153-183 of Chapter v, are quite invaluable to those who would understand how the movement came into existence. Those who have subsequently been active workers in it and who up to the present time know the methods and principles on which it has relied will find how much they still bear the impress of James Stuart's mind and experience. We shall see, as we go on, at what points and from what quarters new additions have been made, and new developments grown. We shall see, also, not infrequently, what ideas have up to now remained infertile, leading us to speculate what are the causes of that infertility. But no one will fail to be impressed with the bold, constructive ability of Stuart's mind, and with two other qualities which will always be the mainspring of this work, an original love of acquiring and of imparting knowledge for its own sake, and also an original and wide sympathy with all persons who are or who are willing to become seekers after knowledge. It is on the first of these qualities that we must rely to preserve the high standard of knowledge; and on the second that we must rely for that spirit which will have a zeal for its extension beyond the garden walls.

For those who are acquainted with this movement know that its two hindrances are a certain theoretical or casual indifference to extension which may beset minds within this or that University, and, as a consequence of this, an occasional tendency in places most needing a high standard of instruction, to be content with a lower standard, that if it were tolerated would in the end make the movement unfruitful and unworthy of public support.

James Stuart had grown up at Balgonie in Scotland, where his father owned and managed some mills. He attended Madras College for four years and then went up to the University of St Andrews in 1859, just before he was seventeen. After working there for three sessions he was advised to enter for, and he succeeded in gaining, a minor scholarship at Trinity College, Cambridge, in 1862.

This early experience of Scotland had not a little to do with his first impulses towards University Extension in England, for, as every one knows, Scotland for a very long period had more Universities than England, and University teaching was far more widely extended there than it was south of the border.

He tells us this in the following account of the time when the idea first took root in his mind:

There are some days which stand out particularly in one's memory, and with me one of these was a day when I was at Balgonie, a few months after taking my degree, when my mother and I went for a walk. I then described to her the great difference that there seemed to me to be between the education in England and in Scotland. In the former place there were practically no lectures of the kind given by the Professors in St Andrews, and the opportunities for University education were very much less widespread than in Scotland.



I told her that I thought of staying at the University (Cambridge), and of endeavouring to accomplish two things, first, to make the University lectures generally open to all the Colleges, and of a more interesting type, and second to establish a sort of peripatetic university, the professors of which would circulate among the big towns, and thus give a wider opportunity for receiving such teaching. . . . It took about ten years to accomplish the two objects just mentioned, but my mother often referred in after years to the general correctness of the anticipations of which I then told her.

After relating what followed his projected establishment of courses of lectures open to the whole University, he continues:

The other aim mentioned in the conversation with my mother referred to above, that of establishing something of the nature of a peripatetic university, which was the phrase then uppermost in my mind, was more interesting in its development, and for the first half-dozen years depended so much on myself as to become almost a personal matter.

I had no very clear notion of how the problem was to be tackled, but an obvious opportunity was given by a request, made to me in the early summer of 1867, to give lectures to ladies that autumn in Manchester, Liverpool, Sheffield and Leeds. There had been established, just at that time, in these four towns, an association calling itself the North of England Council for promoting the Higher Education of Women. Its president was Mrs Josephine Butler; its secretary was Miss A. J. Clough, and active members of it were Miss Wolstenholme in Manchester, Miss Theodosia Marshall and Miss Lucy Wilson in Leeds, and Dr and Mrs Keeting in Sheffield, as well as Mr Samuel Earnshaw (a clergyman in Sheffield, and a former Senior Wrangler) and a friend of his, Mr Samuel Roberts. All these persons introduced to me at that time, remained amongst my most intimate friends. I ought also to add that the North of England Council had on it Mr James Bryce (afterwards the British Ambassador at Washington), Mr Joshua Fitch and Dr Steinthal as consultative members.

...The initial object of this Council was to improve the education of women, especially by the better education of those intending to be governesses and schoolmistresses, and the request they made to me was that I should give a set of lectures in these towns on the theory and methods of education. I replied that I thought it would be much more practicable for me, and more profitable for them, if, instead of an abstract subject of that kind, I simply tried to teach some specific thing in the way, and by the methods, which might be usefully adopted in other instances, and that, if they liked, I would give a set of weekly lectures in each of those towns on the history of astronomy, eight lectures in each place. They agreed to this and I wrote to my mother to say I had got an unexpected opportunity of starting a peripatetic university.

In addition to this illuminating account of how the first step in the movement was thus taken as a private enterprise by Mr Stuart, we have also his description of how one of its surviving details originated,—the plan of having a Syllabus, and of writing papers.

I was anxious (he says) to make the lectures which I gave to the ladies as educational as possible, and, in consequence, at the first lecture I advised every pupil to make notes after each lecture, in the form of a syllabus or series of sentences, and I produced a syllabus of the first lecture in print, which I distributed, indicating the sort of thing which I thought they might expand. This was given to them at the end of the lecture, but subsequently I made it a great deal shorter, and gave it at the beginning, as I found it assisted them to follow the lecture. This was the origin of the syllabus which has always accompanied every University Extension lecture. It will be seen that it had a double object, first, to assist the pupils in taking notes, and, second, to assist them in following the lecture.

The next citation we make from these *Reminiscences* has the interest of showing how curious were some of the hindrances encountered in the early days

of the movement, and in what a different world the same work is being carried on to-day.

I had circulated early in the autumn a letter amongst those intending to attend the lectures, suggesting several suitable books to be read, and stating that an opportunity would be given after the lecture for questions. But I found that a considerable amount of excitement prevailed on the impropriety of a number of young ladies asking questions of, or being questioned by, a young man—so elementary were ideas at that time. I solved the difficulty by bringing to the first lecture three or four questions in print, which I distributed with the statement that if answers were sent to me by post, two clear days before the next lecture, I would then return them, corrected. Thus all the dangers attaching to personal intercourse would be avoided. I expected twenty or thirty answers, but from the four centres, which consisted of about six hundred pupils, I got about three hundred answers. I had a very hard time getting these corrected in readiness for the next lecture. But I got very valuable assistance from those replies, as I saw where my explanations had been insufficient. This was the origin of the questions which have since accompanied all University Extension lectures. The ladies took full advantage of their opportunities, and certainly worked very hard, and were very much interested.

This simple relation of the way in which what is called 'paper work' first arose may, perhaps, induce some reflections among those who are lecturers as to the present position of this feature of the work.

For a considerable time past one of the most frequently-recurring topics at conferences of Lecturers and Local Secretaries is the shrinkage in work of this kind. It is common to hear various causes assigned for the alleged decline. That most frequently adduced is the supposed greater pressure upon people's time now as compared with fifty years ago: another reason

alleged is the unwillingness of older students to do work which they think is only appropriate to those at school or persons who have just left school. But Mr Stuart's account makes it possible to look for the reason elsewhere. He explicitly relates that the questions in print were adopted by him as an expedient to avoid an unexpected situation, namely the reluctance on the part of young ladies to ask questions or to have questions put to them by the lecturer. His own comment that 'so elementary were ideas at that time,' makes one ask whether in times much less elementary, when the embarrassment of the Victorian in presence of a young or indeed any lecturer has been succeeded by the much more natural and useful willingness to inquire for information in the Georgian period, the change of sentiment may not to some extent mean that the Class can now do the work *viva voce* which Mr Stuart had to do by other means. And it is worth observing that the only good effect of paper work noted by Mr Stuart was not any improvement or development in the mind of the writers of papers, but an indication to himself of where his own deficiencies as a lecturer had been. This, he says, was some compensation to him for the very hard time he had to endure in correcting so many written papers between one lecture and another.

Hardly less interesting than this first pioneering work of Mr Stuart is the story of how it came to spread from the audiences of ladies, to one of men, and that a very large audience, in the same year, 1867.

It came through an invitation given him to lecture to the men employed in the railway works at Crewe,

by his friend Mr W. M. Moorsom, who then was a resident engineer there. He chose the subject of 'Meteors,' and, by an undesigned coincidence, the night before the lecture was due to be given, there occurred the great meteoric shower of that year, not less remarkable than the one in the previous November of 1866, which has been so well commemorated in Charles Tennyson Turner's sonnet entitled 'Missing the Meteors.'

The hall, which would hold 1500 people, was crowded in every corner; and when the lecturer found what a great amount of interest was shown he volunteered to come, if the men wished, and give six lectures the following summer, covering the same ground he had treated in his lectures to the ladies in the four large towns. One interesting minor point connected with these lectures at Crewe is that the occasion of the invitation being sent to Mr Stuart was that his friend in the Crewe works wanted the lectures as one of the first things to be associated with the newly-erected Mechanics' Institute, thus bringing to literal fulfilment the plea advocated at Cambridge by Lord Arthur Hervey in 1855.

Perhaps it is worth while recording, also, Mr Stuart's comment on the important point of finance at this early date.

I was not paid for the Crewe Lectures of course (he writes), but the North of England Council paid me £200 for the lectures I gave them. These and others for the same Council were the only courses of lectures for which I was ever paid outside the University. I have always found women more ready to pay than men, and more considerate.

A third feature of Extension work, the establish-

ment of the Class in connection with the Lectures, also dates from this first period; and its almost fortuitous origin is thus described by Mr Stuart in connection with some lectures on the same subject of Astronomy which he gave at the invitation of the Equitable Pioneers Co-operative Society in Rochdale, the first society of its kind to be founded. They were largely attended and this is what he records as to the origin of the Class.

One day I was in some hurry to get away as soon as the lecture was over, and I asked the hall-keeper to allow my diagrams to remain hanging till my return next week. When I came back he said to me, 'It was one of the best things you ever did leaving up these diagrams. We had a meeting of our members last week, and a number of them who are attending your lectures, were discussing these diagrams, and they have a number of questions they want to ask you, and they are coming to-night a little before the lecture begins.' About twenty or thirty intelligent artisans met me about half an hour before the lecture began, and I found it so useful a half hour that during the remainder of the course I always had such a meeting.

When it was found how much interest was awakened and sustained in the courses of lectures under the Northern Council, and at Crewe and Rochdale, Mr Stuart considered the time was come for some amalgamation of effort and he made proposals that the Co-operative Societies which had made provision in their constitution to set aside  $2\frac{1}{2}$  per cent. of their profits for educational purposes should take the lead and in unison with the North of England Council engage a group of teachers of the highest class and 'utilize them as peripatetic professors of a Co-operative University.' His proposals however

were not taken up and he overestimated the amount of willingness in the Societies to embark on such an ambitious educational plan; and after some five years of effort almost single-handed he at length came to the conclusion that the true path would be found in another direction, not in that of a peripatetic University, independent of those already in existence, but of an appeal to Cambridge from the North to join hands with those who realised the need of higher Education becoming more widely extended; and of a combination of effort and of expenditure from both quarters. His thoughts, indeed, were to appeal to both the older Universities, and he had it in mind not only that the populous towns of the North and Midlands would benefit, but he 'felt equally strongly that the Universities would have before long to face a fire of criticism, and that their position would be greatly strengthened if they ministered to the needs of a wider area than they then did.'

These considerations (he says) were constantly present to my mind, and the problem that had to be solved was in what way to connect the Universities with the movement. It was from this point of view that I endeavoured to work out the scheme of education which has since been adopted.

Here again a judicious reader who takes note of these records after half a century's experience, may be moved to reflections upon some elements in them which indicate the need of following up what was individual and impromptu, by more concerted action and by the deliberations and consultations of many minds. Mr Stuart was a great pioneer. He has the honour of being the first man to take successful action in this field, and of inducing a great University

to enter upon the path which he himself had opened. Much has followed from his enterprise and labour, much has been and is being accomplished. But it seems obvious that much more remains to be done if the movement is to bear full fruit, and that it will be expedient to watch carefully against every tendency to rely too long on what served the purpose at first, but might not serve equally well the larger and larger needs that came into view as the work proceeded.

The immediate steps taken by Mr Stuart were to induce the four bodies with whom he was in contact to approach the authorities at Cambridge; and to support their appeal with a letter of his own addressed to the resident members of the Senate, dated 23rd of November, 1871. The four bodies which sent up Memorials were:

The North of England Council for promoting the Higher Education of Women.

The Crewe Mechanics Institute.

The Rochdale Equitable Pioneers Society.

The Mayor and other Inhabitants of Leeds.

And Memorials were also sent in a little later from Birmingham, Nottingham and other Midland towns.

The gist of the Memorials was to describe in brief the lecturing work of a methodical kind which had already been attempted, and to request the University to take it in hand.

In connection with Mr Stuart's letter it is amusing as well as instructive to read how he himself received and appreciated a piece of advice of very sound Cambridge character from Mr Henry Sidgwick, which is related in the following words:



Before having it printed I consulted Henry Sidgwick, and gave him the manuscript to read. When he brought it back he had made several corrections, and he gave me a lesson which I never have forgotten in connection with these corrections. He had struck out the words 'There can be no doubt it would,' and inserted 'It would I believe,' and in that and a few similar instances, he impressed upon me the great advantage of not over-stating a thing. It seems to me now curious that I had lived to be eight-and-twenty without ever having received in definite terms that valuable lesson.

The letter thus amended was circulated in print and it is full of interest to observe how prophetic were some of its words; when we find the writer not only commending from his own experience 'a peripatetic system of lectures so as to make these lectures educational in their character' but that he also 'urged that in some towns permanent University establishments might be obtained.'

The concluding paragraph of the letter had better be quoted in full:

The memorials to which I have referred ought to indicate some of the directions in which our efforts would be useful, and in which our enquiries might be directed; and I would strongly urge that the question of how we might afford assistance to the higher education, in great towns, of those classes who are inevitably debarred from residence at an University, should be referred either in a general or in a particular form to the Local Syndicate, or some syndicate appointed for the purpose, in order that they may report upon it to the Senate, and suggest what steps, if any, the University or Colleges might in their opinion most advantageously take.

The response by the University to the Memorials and the letter was prompt and generous, for in the space of a few months a Syndicate was appointed with Mr Stuart himself as its secretary, to consider

and report upon the whole subject raised by the Memorialists, and it began its work by issuing a paper of questions to a large number of Mechanics' Institutes, and other cognate bodies, the replies to which provided the secretary with a mass of information which he and the Syndicate were able to reduce to order and present in due course to the Senate of the University. Mr Stuart records in his reminiscences that their principal help came from the town of Nottingham, where a committee was formed connected with the Mechanics Institution, of which the moving spirits were Mr Richard Enfield, Dr J. B. Paton, and Canon Morse. These gentlemen were not only amongst those who memorialised the University, but they cordially accepted the system proposed, and after the Syndicate was appointed they gave evidence before it in which they stated that they were prepared to organize classes for the various branches of the community, and to guarantee the funds necessary for the experiment. They were also indefatigable in assisting in securing the co-operation of Derby and Leicester. In Leicester the principal man was the Revd D. J. Vaughan (the Vicar, and brother of the Master of the Temple) and in Derby the headmaster of the Grammar School. There were no people connected with the University Extension movement, outside the University itself, who seized more fully its leading ideas, and entered more completely into its spirit, than did Mr Enfield and Dr Paton.

The effect of the action taken by the Syndicate was that they reported to the University early in 1873 in favour of making an experiment by sending lecturers from the University to certain towns; of continuing the Syndicate's powers for a period of two or three years to carry on the experiment, and then that they should make a further report on the results of their operations.

It only remains to add that within a few months,

that is to say in October of this same year, 1873, the first courses of Lectures under the University took place in Nottingham, Derby and Leicester, three lecturers being employed who moved from place to place. Their work was inaugurated by a great and important meeting held in Nottingham presided over by Lord Carnarvon, and among the speakers were Mr (afterwards Lord) Goschen and Mr (afterwards Sir) James Stansfeld.

The first lecturers at Nottingham were the Rev. V. H. Stanton, T. O. Harding (who had been Senior Wrangler) and E. B. Birks, all Fellows of Trinity, and distinguished in their University careers.

In the following term lectures were started of a similar kind to those in Nottingham, Derby and Leicester, in other places, and the lecturers who followed the first three were Mr W. Moore Ede (now Dean of Worcester), Mr T. J. Lawrence (afterwards assistant to Sir William Harcourt as Professor of International Law), Mr William Cunningham (afterwards Archdeacon of Ely), Mr R. G. Moulton (who afterwards in connection with the University of Chicago helped to establish University Extension Lectures in America), Mr J. E. Symes, and a little later Mr R. D. Roberts, who became successively Assistant Secretary first to the Cambridge Syndicate and later Secretary to the London Society for the Extension of University Teaching, then Secretary for Lectures to the Cambridge Syndicate, and in 1902 Registrar of the London University Extension Board and also Secretary of the Gilchrist Trust. The sequel was that before the experimental period was expired the Syndicate reported in favour of making the scheme

permanent, and the University accepted the Report, and handed the future conduct of the Lectures to the Local Examinations Syndicate by Grace of the Senate. Thus the work entered upon its first stage and was piloted through it by Mr James Stuart, who remained Secretary to the Syndicate until 1875; and as a member (though no longer Secretary), took part and maintained his deep interest and active work in the movement until he left the University in 1889, having had the satisfaction, when he resigned the Secretaryship, of seeing its growing work entrusted to the able hands of the Rev. G. F. Browne.

## CHAPTER III

### THE RISE OF UNIVERSITY COLLEGES

WHEN the new Cambridge Secretary (the Rev. G. F. Browne) of the Syndicate for Local Lectures (still happily with us in London in this fiftieth year) took up his duties in 1875, he found that the movement had already spread to Sheffield. But what was, in some ways, a more important event than the extension of lectures to men's centres was this: there came in 1874 in the town of Nottingham an offer from one of its generous citizens to give £10,000 for endowment of educational work upon certain conditions, the principal one being that the Town Council should 'erect buildings for the accommodation of the University lecturers, to the satisfaction of the University of Cambridge, and dedicate them to the use of such lecturers, so long as lecturers, authorised by a syndicate of either Oxford or Cambridge, shall be conducting regular courses of instruction in Nottingham.'

This offer was accepted, and the Town Council decided to erect buildings at a large additional cost. Three years later, in 1877, the foundation stone of University College, Nottingham, was laid in the month of September, and was the first of the University Colleges which have arisen directly out of University Extension teaching.

The importance of this epoch in the work of the movement was clearly stated in an article contributed

by Bishop Browne himself to the *Quarterly Review* for April 1891, some sixteen years after the period with which we are now dealing. A similar munificent gift by Mr Mark Firth at Sheffield led to the foundation of the Firth College in that city; and how much has come from those two events, and similar public benefactions in other towns since 1874, is a matter of common knowledge, and has shown how potent a force was at work in the Extension Movement now fairly begun. As the writer of the *Quarterly* article said, 'There is no good reason why in many other and smaller places the missionary effort of University Extension teachers should not be carried forward and made permanent by the foundation and assistance of similar institutions.'

It will be no small part of the honour of this enterprise to complete, on a later page, the record of the other institutions that have grown out of its labours, but it is right to chronicle here the first beginnings of these colleges, for they are the true and sufficient answer to those superficial objections, still sometimes audible, that University Extension work should not be much considered inasmuch as it consists only of courses of lectures, often following no connected scheme, and providing no systematic teaching of a real University type. Such objections melt away and are silenced when confronted with the plain facts of the situation, which make it indisputably clear that these very courses of lectures led in less than five years to the first establishment of Local Colleges; some of which in less than fifty years have become Universities themselves, that is to say have become homes of the very things supposed to be desiderated,

courses of teaching on a regular system and permanent in character.

In the same year that the Extension work had spread to Sheffield, a public meeting was held in London on June 10th, in the Mansion House, when the following resolution was moved by Mr Goschen, and carried:

That the principle of the Cambridge University Extension Scheme be applied to London, and that the various Educational Institutions of the Metropolis be requested to co-operate in an endeavour so to apply it.

Accordingly, in 1876 (as the *Quarterly* article records),

Mr Goschen, then Chancellor of the Exchequer, founded in the Metropolis the Society for the Extension of University Teaching; and in order to make the work of the Society thoroughly representative of the Universities, Mr Goschen persuaded Oxford, Cambridge and London, to nominate representatives to a Joint Universities Board, the duties of which were to advise the Council of the Society on all educational matters.

This extension of the movement to London was one of the most important and fruitful events in its history, owing to the existence there, ready to hand, of University College, and King's College, and Gresham College in the City.

In Mr R. D. Roberts' *Eighteen Years of University Extension*, published in 1894, he traces the salient points in the development of the work in London through these Colleges, and also the quick perception by the Joint Board of the great opportunities offered by the appointment of special committees in central and suburban districts to arrange courses of lectures in local halls, which led at once to a marked improve-

ment in the numbers attending and in the character of the work done.

This seems so applicable to other of our larger cities, especially where Universities, or University Colleges, have now become established, that it seems worth while reproducing Mr Roberts' sketch of the *modus operandi*, in the hope that more of these cities may be able to adopt similar plans.

No expedient has proved so successful, as a means of establishing strong and vigorous University Extension centres, as the People's Lectures instituted by the London Society.... The plan is a very simple one. Short courses of three lectures are given in the largest halls in the selected districts, admission being free by ticket. At the first lecture the University Extension system is brought under the notice of the audience, and voting papers are distributed which those prepared to purchase tickets for a full course of Extension lectures are invited to fill up.

In this way out of large audiences of 1000 or 1500 people, the earnest students are winnowed, and constitute the nucleus of a centre for full work. These lectures are quite distinct from the University Extension courses. No examinations are held in connection with them, nor are certificates awarded, and they are described under the name of 'People's Lectures.'

Mr Roberts mentions also that a little later than this period the Gilchrist Trustees gave much valued help to Extension work by the fact that their People's Lectures given in different towns encouraged the formation of University Extension centres connected with Oxford, Cambridge, and what was then called the Victoria University in some of the northern towns.

Besides the Colleges at Nottingham and Sheffield, and those previously established in Manchester



(1846) and Newcastle-on-Tyne (1871), as well as in London, there arose at intervals, some more directly and some less directly connected with the Extension movement, Colleges at Exeter, Colchester, Reading and Leicester, Southampton, and more important still, from the large population, at Leeds, 1874 (Yorkshire College of Science), Birmingham, 1875 (Mason College), Bristol, 1876 (University College), and Liverpool 1878 (University College). All these four have now become Universities in the full sense. Three Colleges were established in Wales entirely through the Welsh national movement for higher education. And, as we might expect, Scotland itself, always in the forefront where education is concerned, showed that it was possible not only to create University Colleges on an independent basis, but to create at Dundee a College which would in time be incorporated as part of the University of St Andrews. It is interesting to read Mr Stuart's address as Lord Rector of St Andrews in 1901, in which he dwells with satisfaction on the achievement of that incorporation: but it also reminds us of his as yet unfulfilled dream to see a College in Norwich forming a similar integral part of the University of Cambridge. On a later page it will be of interest to record what has been developed, towards the end of the period under review, at Leicester, the latest of all.

But in reference to the whole subject of work in Local Colleges, and even in the new Universities, it is of great importance to bear in mind the following considerations, brought to notice by actual experience, and clearly summarised by Mr Roberts in his survey of the first eighteen years.

In one of his earlier Reports to the Cambridge Syndicate he had stated:

It is clear from experience that two elements are invariably present in the audiences. The one consisting of earnest students willing to give time to private reading and home study, and the other of busy people anxious mainly to be interested and to find in the lectures a recreation. The proportion of these two elements varies at different centres and at different courses. It is right that the needs of both these classes of people should be met, and the University Extension method furnishes the means by which the two ends are attained at the same time. Those who merely desire intellectual recreation attend the lectures only, while those who are real students are able by means of the classes, the weekly work and the final examination to acquire a valuable mental training, and a creditable knowledge of the subject. It is important to keep in mind that two objects more or less distinct thus lie before the Universities and the local Committees. The one is to awaken and stimulate an interest in Literary and Historical and Scientific studies so as to afford by means of them a recreation to busy people. The other is to supply systematic teaching in these subjects for those who are anxious to make a thorough study of them. The latter has been the object steadily kept in view by the University. In my report two years ago, I stated that I believed the time has come when the legitimacy of both these objects should be boldly recognised and their attainment provided for. The former should always, however, be a preliminary to the latter.

When Mr Roberts looked back a little later he saw that the growth of the Colleges had coincided with some overgrowth of attention to the second of these two objects, and some dwindling of care for the first, and he laid his finger on what seems the perfectly natural cause for this deficiency, and at the same time indicated at least one direction in which he thought the remedy might be found.

The experience of recent years, he says (writing in 1894), has shown that Local Colleges have not altogether fulfilled the expectations of those who had at heart the success of the University Extension system. The large mixed audiences who used to attend the Extension Courses are not as a rule found at the Colleges. It is important to consider why this is so. In the first place the principle and meaning of the University Extension movement, *systematic education of the University type for busy adults*, has not been thoroughly realised. The old idea of an intellectual class as distinguished from a business class has often unduly coloured the conceptions of those concerned in the management of educational affairs. Twenty years ago the idea that it was possible to give to a person engaged in the regular business of life a broad and liberal higher education deserving of University recognition, was a new one. The managers and staff of a Local College tended therefore to regard evening work as subsidiary and of less importance than the day work. Little attempt was made to render the evening classes attractive, and frequently they were undertaken by overworked professors whose energies had been heavily taxed with their day students. In work of this kind where the students themselves are necessarily fatigued after their daily toil, it is indispensable that the Lecturer should be at his best. It is essential moreover, that he should be a man able to put his subject lucidly, attractively and concisely. It is a work that demands the best of a teacher's energies, and cannot be thoroughly and successfully performed in conjunction with heavy day duties. It is hardly possible to emphasise this point too strongly, as it is a condition upon which success largely depends.

For these points of weakness inherent in the Local Colleges, and besetting to some extent the hard-worked professors and lecturers in the new Universities, Mr Roberts proposed two possible alleviations, first the engagement by the College of a special staff for Extension work within the district

surrounding the College, and, second, the creation of a great College for evening students in every large city, modelled upon one to be formed in London at Gresham College in the City. By this means he believed that the Local Colleges themselves would take up Extension work in the spirit of the older Universities and perhaps acting to some extent under their guidance, or at least in consultation with them, and so cover the ground which by themselves they would find too large.

The Local Colleges (he wrote) have a great opportunity if they will only seize it and boldly strike out new lines, each making itself the head of the higher educational agencies of its district. It would need to cast aside the idea of moulding itself too exclusively on the plan of the Colleges of the past. Clearly the Local College cannot do away with the necessity for peripatetic teaching. What then should be its relation to such work? Undoubtedly it should be the centre of a network of University Extension agencies all over its district, worked by a special staff of lecturers, either engaged by the College, or under the direction of one or other of the old Universities.

Mr Roberts then goes on to develop the idea that these agencies in the district should look to the prospect of being able to send students for more advanced work, and, in some subjects, for practical laboratory work within the walls of the Local College or University itself, and mentions that such beginnings had in fact already been made in Newcastle-on-Tyne. And he makes the further valuable suggestion that under the fostering care of the Local College the smaller towns might be led to connect with their Free Library, a lecture room, and perhaps in some cases a laboratory under the same roof,

which might be the beginning of educational links between the Day Schools and the Central Local College or University.

Within comparatively few years of the publication of Mr Roberts' book, and of an article in the *Pater-noster Review* by Mr M. E. Sadler (as he then was) strongly urging similar proposals, the present writer had the happiness of seeing some of these suggestions beginning to be translated into action in the city and district of Leeds during the first few years of the present century, first by Dr Nathan Bodington, who saw the Yorkshire College of Science through its transition and incorporation as the University of Leeds, and afterwards by Sir Michael Sadler himself, its second Vice-Chancellor, under whose far-seeing eye in this very year (1923) new Extensions of University teaching are taking place in the city and district around.

It was to be expected that as soon as the new Local Colleges came into existence the question would arise what relation, if any, should they bear to the University through whose assistance they had become established?

The question and the answer to it are clearly set forth in the following Report dated March 28th, 1879, published in *The Calendar of Cambridge Local Lectures for the years 1880-1881*.

The Syndicate appointed Nov. 14th, 1878, to consider the question of the affiliation of Local Colleges to the University, as suggested in various Memorials which have been communicated to the Senate, whether or not it is expedient to procure the powers required to enable the University to affiliate Local Colleges, and the conditions upon which such

affiliation, if deemed expedient, should be made, report as follows:

They have taken a large amount of evidence from the Memorialists and others in different parts of the kingdom who are interested in this question, and have had interviews with deputations from Nottingham and Sheffield. They have also held conferences with a Committee of the Hebdomadal Council of the University of Oxford appointed to consider the same question, with whom they are glad to find themselves in general agreement.

The Syndicate recommend that the following conditions of affiliation be established by Grace of the Senate.

1. Any College or Institution within the United Kingdom or in any part of the British Dominions, being a place of education in which the majority of the students are of the age of seventeen at least, may be admitted to the privileges of an affiliated College on the following conditions, namely:

(a) That its members be incorporated by Royal Charter, or that provision have been otherwise made for its establishment on a permanent and efficient footing and for its government.

(b) That the University shall be represented on its Governing Body, and shall undertake the conduct of its Examinations or of such part of them as the University shall from time to time determine.

(c) That it shall have been admitted to the privileges of an affiliated College by a Grace of the Senate.

(d) That the connexion between the University and an affiliated College shall be terminable by a Grace of the Senate, or by a resolution of the Governing Body of the College.

It was further recommended by the Syndicate that any member of such an affiliated College who had completed a course of three years' study, passed the required Examinations and obtained Honours, should, if desirous of going to Cambridge University, be

excused all the parts of the Previous Examination, and be further entitled 'to reckon the first term kept by residence as the fourth term of his residence, and to proceed in due course to the B.A. degree, provided he obtains a degree by one of the Tripos Examinations.'

This offer by the University of Cambridge to concede to Extension students of an affiliated College the B.A. degree after two years' residence instead of three years in the University, has not as yet in practice proved a sufficient inducement to lead any considerable number of students to make use of it; although there have been a few distinguished students who have taken degrees, as will be mentioned later. Events have shown that much more could be accomplished by the growth and development of the Local Colleges themselves into institutions which could themselves confer Degrees, and in most instances create Faculties and Departments of research and teaching, which the older Universities had not the opportunities or the resources to establish on their own ground.

## CHAPTER IV

### OXFORD ENTERS THE FIELD

**I**N the last chapter when reference was made to the formation of the Universities' Joint Board in London in 1876 it was noted that the members of the Board were composed of representatives of the University of Oxford as well as of Cambridge and London. And we recorded in an earlier chapter how University Extension in one form or another had received attention there from the time of Mr Sewell's letter in 1850, and how in 1866 no fewer than six sub-committees had drawn up reports upon different modes of Oxford University Extension, though none of them included the enterprise of sending lecturers from the University into the various towns of England.

Eleven years after the publication of those reports, however, and four years after Mr Stuart had initiated the Cambridge Lecturers' enterprise in the North and Midlands, the attention of Oxford was revived in 1877 by Mr Jowett, Master of Balliol, when called upon to give evidence before the University of Oxford Commission in October of that year. He called attention to 'the considerable movement for secondary adult education then going on in the large towns' and urged that the Universities should 'take a little pains about it,' and he concluded by recommending that in Oxford two practical steps should be taken—'one that there should be an office for



University Extension and a secretary paid by the University; and the other that the tenure of non-resident fellowships should be capable of extension in the case of persons lecturing or holding professorships in the large towns.'

In the following year (1878) the first step was taken by the University of Oxford adopting the same general policy which had been framed five years before at Cambridge. They decided to supplement their existing machinery for Local Examinations by creating a further system of Local Lectures and they appointed, as their first secretary for the purpose, Mr Arthur Acland, whose father had been chiefly instrumental (as Mr Sadler and Mr H. J. Mackinder pointed out in their Oxford record of 1891) in framing the system of Local Examinations.

For the first few years of the work at Oxford, progress seemed to be rather slow while foundations were being laid and the men who took it up were seeing their way clear. The writers already referred to describe this phase as follows:

In some places the new ground was ready for the new work. Here there was small difficulty. But in most towns it was an uphill fight to keep the courses going. In many the work flickered and then for a time went out. For the great majority of towns in England, University Extension was before its time. And this was especially true of the less populous manufacturing centres and the smaller country towns. It became clear that all towns were not ready for the same dose of University Extension Teaching, and that some could only take it in homoeopathic quantities. There was need, therefore, for two things: for patience to wait until the public mind had caught the desire for University Extension courses, and for some readjustment of the system, in order to make it more available

for the smaller towns and the poorer districts of large ones. The experience, however, gained in the first ten years of University Extension threw light on the best ways of overcoming the difficulties which thus impeded its further development.

It was obvious that University Extension must be made cheaper. Many towns which would gladly have tried the scheme, shrank from the pecuniary liability which its adoption would involve. Some few places looked back ruefully on a previous deficit, and, generally speaking, such of the workingmen's societies as possessed funds available for educational purposes, thought the lectures too dear.

But the smaller towns and the poor districts of the larger cities were exactly the quarters in which many of the promoters of University Extension were most anxious that the movement should spread. In other words, financial difficulties hampered its growth on the two sides where growth was most needed. How could these difficulties be overcome? The fees paid to the lecturers could not be reduced, if the services of the right kind of men were to be retained: local expenses had already been brought down to the lowest level. The one possible remedy was to offer shorter courses; to give localities, as it were, a sample of University Extension teaching.

Such an arrangement would go far towards halving the cost, and would enable the poorer centres to make a beginning. It would also make it easier for a small group of earnest students, themselves unable to meet the expense of a longer course, to raise in their locality subscriptions to the necessary amount. A few poor students who would despair of begging guarantees for an outlay of £60, would attack in good heart the smaller task of raising £30. And it was felt that the local committees might be safely trusted to work their way up to the longer course, with its proportionately heavier expenses, when they had once continued to make both ends meet in the smaller venture. For, if University Extension teaching was a good thing and suited to local needs, it seemed obvious that the local Committees would soon desire a larger measure of it.

This plain and lucid statement of the grounds on which Oxford took a new departure sufficiently accounts for one of the features which still marks a distinction between the methods of Extension work pursued by the two older Universities. Cambridge on the whole adheres to the twelve-lecture course, while Oxford may be said to aspire to it and to be travelling on the upward path along the six-foot way, but less rapidly than its first leaders would have desired. This will be seen at a glance from the following figures taken from the University Extension Bulletin of 1922.

1921-22

*Michaelmas and Lent Terms*

## OXFORD

Twelve-Lecture Courses	...	6
Ten-Lecture	"	4
Six-Lecture	"	104
Total		114

## CAMBRIDGE

Twelve-Lecture Courses	...	51
Ten-Lecture	"	4
Six-Lecture	"	36
		91

The figures for London show on the whole a tendency to adhere to the Cambridge rather than to the Oxford custom as to number of lectures in a course. Professor Stuart alluded to this in a speech in 1889. 'Many endeavours,' he said, 'and tempting offers have been made to shake the Joint Board from

its firm position; sometimes we have been urged to omit the class, sometimes to dispense with paper work, and sometimes to grant certificates for shorter courses than those of twelve lectures. We have stood firm, however, and our hands have been strengthened by the attitude of both Universities.'

There were some misgivings as to the expediency of the step taken at Oxford, and some serious objections raised, and doubts expressed whether it would prove to be the case 'that the local committees might be safely trusted to work their way up to the longer course'; and whether it might not turn out that 'the offer of a shorter course might relax energies which were really capable of securing a full one.' The Oxford secretary felt it to be 'undeniable that there was great weight in this view of the question.'

Yet after five or six years' experience of the new arrangements he summed up the conclusion in these words. 'However, the policy of offering short courses has been amply justified by its results. It has practically brought University Extension within the reach of every town in England' (*University Extension, Past, Present and Future*, 1891, p. 32).

The short-course experiment had occasionally been tried before as a matter of pioneering, and we have already mentioned the success of the People's Lectures in London undertaken with the same end, but the Oxford decision was more of a concession to the needs of places where the financial difficulties were stringent. And it is to be remembered that some of the larger and wealthier towns had already been occupied by the Cambridge Lecturers before Oxford started the work. And it certainly was well worth

while making the endeavour to kindle the torch in the towns of smaller size, and in the poorer quarters of the larger cities.

The quickened interest in the Oxford Lectures dates practically from the year 1885, in which the system was first boldly adopted, and the forward start was due in part to the interest shown in the work by Dr Percival, who was President of Trinity College, though he left Oxford not long afterwards to become Headmaster of Rugby.

It was also due to the appointment in that year of Mr M. E. Sadler as Secretary to the Delegacy, who threw himself into it with the fresh ardour and gift of initiative which has characterised all his work for education down to the present time.

We are fortunately able to see the motives as well as the methods of this earlier Oxford period, through the existence of a valuable Report of a Conference of Representatives of the Local Committees, and other friends of the movement, held in the Examination Schools on April 20th and 21st, 1887. The Report is introduced by citing the University Statute under which the work was begun, and which is as follows:

‘The Delegates for Local Examinations shall receive proposals for the establishment of Lectures and Teaching in the large Towns of England and Wales, and shall be authorised to appoint Lecturers and Examiners for carrying out such proposals.’

It then defines the objects of the work in terms similar to those employed in the corresponding period at Cambridge, and states that the Lectures ‘seek not only to supply teaching adapted to popular needs,

but to stimulate the demand for such teaching. Their aim is to direct and encourage study by furnishing instruction organised in courses of lectures with discussions, classes, examinations, and certificates of merit or distinction.'

We get here also one of the earliest references to another of the new contributions made by Oxford to University Extension, the institution of the Travelling Library; and, breaking the usual plainness of Reports, it even gives a small picture of the box in which the books were packed and states that its dimensions were 2 ft, by  $1\frac{1}{2}$  ft, by  $7\frac{1}{4}$  inches, that it was lined with leather, and fitted with a sliding shelf, and would serve as a book-case during the course of lectures! The list of Local Secretaries of Oxford centres, with their addresses, then follows and they give a clear record of the progress made in extending the University's operations. They are 79 in number and they represented places as far apart as Maryport in Cumberland and Falmouth in Cornwall, Jersey in the Channel Islands, and Wallsend-on-Tyne. It must be confessed, however, that one effect of the institution of short courses was to relax the energies of some Cambridge centres and to transfer them to the sister University.

The next interesting feature is the mention of a Committee appointed to collect 'a fund for increasing the remuneration of a few of the most experienced University Extension Lecturers,' and the cogent reasons for it are admirably stated; chief among them being that 'these Lecturers form the permanent nucleus of the teaching staff. They maintain the continuity of University Extension Teaching; and

are able by their experience and advice to help the younger colleagues who from year to year join them in their work.' The names of subscribers and amount of their gifts are reported. The largest single contribution was £50 from the Rev. W. Hudson Shaw, the second was £25 from the Worshipful Company of Clothworkers, £2 were contributed by the Barnsley British Co-operative Society; six Heads of Houses were in the list; the number of subscribers (to that date, 1887) was forty-two, and the amount raised was £791. 9s. 0d.

The list is followed by the interesting record: 'The Delegates have nominated as the first Endowed Lecturer the Rev. W. Hudson Shaw, B.A., late Exhibitioner of Balliol College, to whom for the present an annual income of £350 (including lecture fees) has been guaranteed. Mr Shaw has been extremely successful in University Extension Work.'

The first meeting of the Conference was held in the evening of April 20th in the Examination Schools at 8.30. The Bishop of London (Dr Temple) was in the Chair and delivered an introductory address. Two resolutions were proposed and carried unanimously, the first expressing the Conference's belief that it was the duty of the University to stimulate the desire for higher education in the country, and to take the necessary steps for carrying out their object, and the second 'that the thanks of the University were due to the Local Committees for their assistance in the establishment of University teaching in their respective districts.'

A vote of thanks to Dr Temple for his address was moved by the Master of Balliol (Rev. B. Jowett)

and seconded by the Warden of Keble (Rev. E. S. Talbot), which concluded the first of the two meetings.

As showing the motives of those who initiated the University Extension movement, there is one careful and elaborate passage in Dr Temple's address which, in the author's opinion, is the most valuable contribution made to the work in this Conference; and deserves never to be forgotten among discussions and considerations as to the foundation principles of the work.

Even in the present time there is still some tendency to overvalue reading and undervalue the living contact of mind with mind through lectures.

One reason for this is that the whole vast trade of publishing and printing and advertising books is behind reading, in addition to its own true and natural worth. The very large masses of people who have learned to read since 1870 but of whom only a small proportion have hitherto had opportunity to go to a University, are only too ready to catch at the idea that they can be just as well educated by reading books at home or in public libraries as those who not only read but attend lectures also, and discuss the subjects of which they read with lecturers and with other fellow students like themselves. The bubble of this delusion is once and for all pricked by Dr Temple in the following part of his address:

I know that it has sometimes been urged, and by men of considerable ability, that the time for teaching has gone by and, instead of attempting to teach, the right thing is to supply people very largely with books; 'let them teach themselves out of the books and let the learned be content with examining them after they have thus obtained self-instruction.' But in



## OXFORD ENTERS THE FIELD

reality the instruction which a man gets out of books for himself without any guidance and without the contact of mind with mind which is given by a really able teacher, is invariably defective; on one side or another it is sure to be ill put together and is almost certainly full of strange gaps and holes for which no examiner can ever account. It has the tendency—because a man is always reading with the view to examination and with a view to nothing else—it has the tendency to make the bare knowledge, without the cultivation of which knowledge ought to be the instrument, the be-all and end-all of the education that a man acquires. He is led to fix his mind on being able to reproduce this book well; but to be able to reproduce a book is totally different from having the same knowledge so imparted to the mind as to enter into the substance of it and to leaven the whole intellect. Where it penetrates a man through and through it produces one effect, but where it is simply stored up as it were in a sort of knowledge-box outside the man's own real intellect and merely fills up his memory, it is a very poor thing indeed by the side of the knowledge, or by the side of much less knowledge, which has really laid hold of the whole man. I constantly come across cases of this sort, men who have a very considerable amount of knowledge but nevertheless their knowledge seems to have done them as it were no good. It has not made different men of them; it has not in any way affected their character; they remain very much what they were before with the difference that they know something which previously they did not know. I do not under-value the knowledge simply as knowledge; I do not say it is not excellent even of itself, and if you can get nothing else I should say by all means get that, if you can get nothing better. But I am always prepared to maintain that, after all, this falls very far short of what a man ought to derive from thoroughly good instruction in any subject whatever it may be; he ought to have something more than so much additional knowledge whether of fact or of principles. And, you see sometimes men whose knowledge makes them almost one-sided; it seems as if the rest of their nature positively suffered because of the devotion of the mind simply to obtain-

ing a knowledge of a particular subject. But experience seems to me to show that what is valuable in teaching is obtained from the contact—the direct contact—of the mind of the teacher with the mind of the learner, and I do not know how you can get that direct contact if you bid the learner go to his books and say: ‘When you have mastered your books I will see whether you know them or not.’

Dr Temple further recalled his own experience of what another speaker in this Conference quite truly described as being, in relation to the Extension movement, its ‘parent-system.’

I remember (he went on) the starting of the Local Examinations. The Local Examinations were started in this University a good many years ago. They were started in the interests of the Schools. It was as much as at that time we could get the schools to accept, and it was as much therefore as it was wise to attempt. . . . But what is wanted now is for an older class altogether and this older class you cannot deal with simply in that way. They have not got the institutions to teach them, and you cannot say ‘here are these institutions, can we help them by examining them?’ They want something more; they want instructors as well as examiners. I think it is a demand that the University ought to be most glad to supply; because it is impossible not to feel that the Local Examinations, though I think they did most excellent work, yet are in their nature imperfect. . . . I hope therefore that the University having begun this work, will take it up very heartily and push it forward. I think that what is now particularly wanted is really good organization, and such good organization will I trust be supplied before long. You have all the materials here, and it will be, I think, in your power to put these materials into working order and to carry on the work with a very greatly increased efficiency.

The President of St John’s College, Dr Bellamy, then Vice-Chancellor of the University, in moving the first resolution in support of University Ex-

tension took the same general line, but pointed out that though the University was perfectly able to supply the first essential for organisation namely 'the best filled and the best cultivated brains,' it was not in the same happy position as regards the second essential, namely money.

The first necessity the University is able to supply; the second must be supplied by persons outside it. The University is not a rich body in comparison to the demand made upon it, and I shall always hold, even if the University were ten-fold as rich as it is, that the funds of the University ought to be spent upon supplying those appliances in the University itself which are necessary in every branch of learning to bring its students up to the requirements of learning which is daily extending the field of knowledge. Our business is not to spread learning, but to make learning, and for the funds for spreading it in different towns it is necessary that we should look to others outside.

The Vice-Chancellor here certainly laid his finger on a crucial point in regard to all University Extension work, and if only his principle is kept to the fore and willingly acknowledged in the counsels of those who promote it, none of the troublesome disparagements that arise on both sides need ever again be heard. Universities need not look askance at the pioneers of Extension who carry the Universities' own flag of knowledge to the frontiers; and the Public outside University cities need not shut up their purses on the ground that Universities care only for their own affairs, and for the academic studies pursued within their own walls—an attitude of mind not without some justification in the past, but soon dissipated when the Universities, as Jowett said, show themselves willing 'to take a little pains' about

creating the organisation by which the learning they make may be diffused.

The late Mr J. G. Talbot, then M.P. for the University, in seconding the resolution paid a generous tribute to the work of Cambridge in being first in the field. 'Speaking in Oxford,' he said, 'I think we are bound this evening to give the tribute to Cambridge which Cambridge deserves. Cambridge no doubt is in the van of this great work; Cambridge started the plan which now Oxford is following, and Cambridge has the honour of originating that which is now acknowledged to be the function of every University.'

He referred also to the important Conference held only about a month before in Cambridge itself, from the report of which he quoted the following words of Dr Westcott (afterwards Bishop of Durham).

The Extension System lays, I will venture to say, an adequate foundation for a national system of higher education. . . . The University Extension which began here about fourteen years ago has now found acceptance in every other English University. It is already discussed, I believe, if not begun in the Scotch Universities. It has been adopted in the University of Sydney. The twenty thousand hearers of the University Extension Lectures last year show the extent of interest which has been excited. The two thousand candidates for examination shew, I think, the loyalty of the students' spirit.

Before the Oxford Conference of 1887 was brought to a close there were other proofs of the generous motives of those who inaugurated the work there. Mr Talbot in his speech referred to the fact, related by Professor Stuart in the Cambridge Conference, that some £10 prizes had been offered to Northumberland Extension students for the purpose of

enabling them to spend a month of the summer vacation in Cambridge itself, to carry on their studies; and this example was so quickly appreciated that four similar prizes were offered to enable promising students in Oxford centres to come up for a month in the summer for the same purpose. It is worth while before leaving this Report to chronicle also another motive adduced by the Marquis of Ripon, who had himself attended the Cambridge Conference, and who declared how much he had there been impressed by the following statement by Dr Spence Watson of Newcastle-on-Tyne, who had had very great experience of the working of the Extension system in the North. Dr Watson said:

The commencement of this movement has made the greatest possible difference in the feelings of the working-classes in the North of England towards the Universities. There was a time when they thought the Universities did nothing for them, when they felt no interest in the Universities, and when perhaps in many respects they were animated by feelings of antagonism towards those institutions. But the fact that this work has been undertaken, and that men have been sent down from the Universities to bring this highest and best education within the reach of the miners, artisans and operatives in different parts of the country, from one end of England to the other, has given these men a direct interest in the Universities, has made them understand what is the educational work they are doing, and has completely changed their feelings towards these institutions.

Of the lecturers who attended this Conference it is interesting to observe the names of Mr C. G. Lang and Mr J. A. R. Marriott, as well as those of Mr H. J. Mackinder and the Rev. W. H. Shaw.

## CHAPTER V

### THE RISE AND DEVELOPMENT OF THE SUMMER MEETING

THE Summer Meeting has now become a recognised and important part of University Extension work. It gives to those who have been students in the various local centres a brief experience of residence, study and comradeship in the University centre itself. After a course of five and thirty years it appears now as a river of some breadth; and if we follow it up to its beginning we shall find, as we often find in the case of actual rivers, more than one spring claiming the honour of being the original source. The most picturesque is the source described by Mr R. D. Roberts in his *Eighteen Years of University Extension*, published in 1894, in the following terms:

In the summer of 1884, two miners, students at centres in Northumberland, were spending three days at Cambridge, on a visit to one of the Lecturers. As the visitors were conducted by their host through the beautiful library of Trinity College, and the spell of its beauty was upon them—‘Oh! that it were possible,’ said one, ‘for some of our students to come up for a short time to work in Cambridge and see all this for themselves.’ The idea laid hold of the party. Why should it not be done? They were presently at tea in Professor Stuart’s rooms. The subject which filled their mind was soon mentioned and was discussed in detail by the company gathered there. It was agreed that small scholarships of £10 would suffice to defray the whole expense of a month’s residence at Cambridge and cover travelling expenses. Two days later a

letter came from Miss Gladstone, who had been present, offering on behalf of her father, a scholarship of £10 to enable a student from the Mining District to spend a month during the summer at Cambridge. This offer was joyfully accepted. Much enthusiasm was evoked, and three other scholarships of equal amount were subscribed on Tyneside, to take four students, two men and two women, to Cambridge. Accordingly in the following year, 1885, four students went up for a month, studied Physiology and Geology in continuation of courses of lectures on those subjects given during the previous winter in Northumberland. Two years later the experiment was repeated, and finally in 1890 the Syndicate determined to incorporate the plan into the University Extension system. The number of students assembled in that year was 41; and the intention of the Syndicate was to afford students the opportunity of supplementing the theoretical work done at the centres by practical teaching in the laboratories and museums.

Meanwhile, as we saw in the previous chapter, the Oxford Conference of 1887 on the initiative of Mr J. G. Talbot took up the £10 scholarship idea from Cambridge and succeeded then and there in getting offers for four scholarships of the same amount and for similar purposes in Oxford; but not only that. In the following year, 1888, they instituted the first Summer Meeting on the large scale still in vogue, with a number of short courses of lectures on a variety of subjects together with conferences, excursions and social gatherings, and succeeded in drawing together as many as 900 people.

Where did this idea spring from? Was this wide jump from two, from four, from forty-one students at Cambridge, to nine hundred at Oxford with no precedent elsewhere? We will give the Oxford

secretary's own account in the 1891 edition (the third) of the book on *University Extension, Past, Present and Future*. On p. 37 he writes:

We, in England, owe the conception of our Summer Meetings to Chautauqua, and we note, therefore, with the greatest pleasure the generosity with which our American friends seize every opportunity of tracing the local lecture system to its first home in our island. The idea of taking the University to the people is English, that of bringing the people together into a Vacation University is American. These are the two central features of University Extension as it now exists. The great leap forward in the English Movement during the last three or four years is undoubtedly in large measure due to their combination. The local centres do the preparatory work, and furnish the constituency for our Summer Meetings; the Summer Meetings in turn have drawn the isolated centres together, have imparted *esprit de corps* to the students, and have demonstrated the national character of the movement. A very large proportion of the newer centres owe their origin to the missionary spirit caught at the Summer Meetings. Every one must hope that with the cross-fertilisation of English and American ideas, the movement, international in its origin, may remain international in its history.

The precise occasion when this suggestion of adapting the American plan to English University Extension work was put forward was in the drawing-room of the School House at Rugby, when Dr Percival was Headmaster, and the following account of it is quoted from Sir Michael Sadler by the writer of Bishop Percival's Life.

At a meeting in the Headmaster's drawing-room in the School House at Rugby, Dr Paton of Nottingham reported his impressions of Chautauqua. Mr Charles Rowley of Manchester urged that something of the same kind should be attempted in England, and that Oxford and Cambridge would



be the best places at which to hold such a gathering. Dr Percival warmly approved the idea, which a young Oxford graduate who was present brought before the Delegacy at Oxford with the result that the Summer Meeting of University Extension and other students was established.

As we are chiefly concerned with the survey of Extension work in England all that can be included here of the American Extension Movement referred to is the brief fact that Chautauqua University, in the State of New York, had, about the year 1887, definitely inaugurated plans for Local Lectures beyond its own walls, modelled upon the English plan. 'A course on economics was delivered at Buffalo in the winter of 1887-8, under the auspices of the Buffalo Public Library, to audiences averaging from 200 to 250 and composed of working-men, business men, professional men, ladies, and school-pupils. A class of an hour's duration was held after each lecture.'

The first Chautauqua meetings were 'assemblies' of teachers held annually at Chautauqua and elsewhere in the Vacation, and combining educational work with some of the more purely social features of residence in term time. Professor H. B. Adams, of Johns Hopkins University, took a leading part in developing the Extension work at Chautauqua and was regarded by the common consent of all Americans engaged in Extension work as the foremost pioneer 'in helping the Cambridge and Oxford system to take root in their soil.'

Writing in 1891, the Rev. G. F. Browne, after referring to Chautauqua as to some extent their place of origin, says:

These Meetings are now an established part of University

Extension Work, Cambridge having set on foot in 1890 a gathering similar in purpose to the annual Oxford 'Summer Meeting,' though organized on a smaller scale. Each year the lectures delivered at these summer gatherings have been more systematized, the University authorities gradually feeling their ways to the best arrangement and order of the courses. . . . Many of the most distinguished of the resident Professors take part in the instruction given during this summer session, or in its general arrangements. Every one makes his own arrangements for board and lodgings, a list of lodging-houses being published by authority. . . . Those who have been present at these Summer Meetings highly appreciate their usefulness in stimulating students and increasing their interest in educational work, and it seems probable that while the meetings will be more and more used for the purpose of giving the advanced students opportunities of special study under the direction of expert teachers, one of their chief benefits will consist in the facilities which they afford for the interchange of experience among the rank and file of the students, for the comparing of notes between the representatives of different districts, and for the diffusion of educational zeal. . . . This opportunity of residing for a brief period of study in a University City has been brought within the reach of persons of very limited incomes: and it is of great importance that University Extension students should share in the almost personal attachment which most graduates feel towards their *Alma Mater*.

If English University Extension work owes something to America for the idea of the Summer Meetings, we, on our part, did much to pay the debt when, a very short time after the start of our own Meetings in 1888, we lost the services of one of the most distinguished of the Cambridge and London Lecturers, Mr R. G. Moulton, who, after paying two visits to the United States on a lecturing tour in 1890, became in 1892 Professor of Literary Theory and Interpretation in the University of Chicago, and

henceforth devoted his life to the American work until 1919, when he retired, and, as his friends rejoice to know, came back to England, bringing his sheaves with him; and, with Bishop Forrest Browne, Dr W. Moore Ede (Dean of Worcester), Dr A. H. Johnson, Professor V. H. Stanton, and a few others, carries the spirit and energy and hope of 1873 into the changed conditions of 1923, and has seen those early scattered seeds bearing fruit, some thirty, some sixty and some an hundredfold.

It was to Professor Moulton, while still a Cambridge lecturer, that the movement owed one of the best pamphlets setting forth the scope and method of Extension work in 1885, published, with a preface by Professor Stuart, by Bemrose and Sons of Derby. It is full of common-sense and the early experiences of the first ten years, and did much to help in the formation of new centres. It was issued just before the Summer Meeting, as we know it to-day, rose out of the ground; but one sentence in the beginning of the little manual shows how truly the author diagnosed the situation and saw the empty place which the Summer Meeting does not indeed fill, but steps into for a little while, and thereby gives, now and then, such a foretaste of good things as to draw on the student of a local centre to persevere, till he is able to become a resident member of some College in the University itself. The sentence was this:

In the full conception of University Education an essential is *residence* in the University town, as affording the education of mutual intercourse by bringing together the largest variety of minds in an area small enough for contact with one another.

This is the chief advantage which the Universities themselves have to offer: in the nature of things, however, it is one practicable for only a small fraction of the whole nation. Accordingly, University Extension is mainly occupied with carrying, by itinerant teachers, University teaching to the doors of the people who cannot come up to the Universities; at the same time it endeavours, by its institution of Affiliated Students, to encourage and facilitate Residence in the University as a crowning point in the educational system of which it is a part.

It is pleasant looking back from the year 1923 to be able to illustrate Dr Moulton's prescience in 1885 by recording that one of the Cambridge University Extension students who was able to come up from his local centre and matriculate at Queens' College has been elected in the present year to the distinguished position of President of the Union.

It is no part of the plan of this short survey to make any detailed chronicle of the successive Summer Meetings at Oxford or Cambridge.

That is easily accessible in the Annual Reports issued by the Oxford Delegacy and the Cambridge Syndicate. They form a rich mine of information as to the growth and value of this side of the work undertaken by the movement; and the place they have made for themselves in the annual important events of the world of education can be inferred from the character and eminence of the men who have given the inaugural lectures; and the range of subjects presented in the lecture-schemes planned for study during the course of the meetings.

These lectures also have been taken by well-known lecturers of high standing and authority in their own field; and so they have succeeded in maintaining the

large numbers of students which for many years have been accustomed to gather for the Meetings alternately at Oxford and Cambridge. Some idea of this is presented in the Chronological Table, giving a list of the subjects of the Meetings, and the names of the men who delivered the inaugural addresses.

It is to be noted also that both in Oxford and Cambridge and in several of the new Universities and in London and Durham there have arisen from time to time what are called Summer Schools on a smaller scale than the Oxford and Cambridge Meetings, which have shown the vitality of the Extension movement and indicated new lines of advance likely to be developed further as time goes on.

Any one who looks at a Report of one of the more recent meetings will be struck perhaps by the small amount of change in the general plan as compared with the Oxford meetings of 1888 and following years.

That is a tribute chiefly due to the large and comprehensive mind of Sir Michael Sadler and those who worked with him in laying the foundations. But another thought that will not fail to occur to an observant reader will be that among the forecasts still waiting development is that made by Bishop G. Forrest Browne in the *Quarterly* of 1891, already mentioned, when he wrote 'it seems probable...the meetings will be more and more used for the purpose of giving the advanced students opportunities of special study under the direction of expert teachers.'

So far as we have observed not very much has yet been done in drawing advanced students of the kind

foreshadowed by Dr Browne, or in providing the opportunities of such special study; but this is probably because, from the nature of the case, in Extension work the number of advanced students is likely always to be few; and certainly the other half of the forecast, that the chief benefits of the Summer Meetings would be the interchange of experience among the rank and file and the comparing of notes between representatives of different districts, has been abundantly fulfilled.

The Reports of the early Meetings held in Cambridge prove that this idea of special study and of work in the laboratories was, in point of fact, the predominant idea at first in this University; and if it has in later years receded and given place to the more general studies and the methods which appeal to the more numerous and less advanced students, it is due to the great momentum of the large attendance at Oxford.

For not only did the great assemblage there begin to attract public attention, but the mere increase of funds arising from such larger numbers made it easier to pay for lectures and to meet the other expenses involved.

It will give an idea of the early Cambridge method if we here lay before the reader some passages from the Report of the Examinations and Local Lectures Syndicate of November 29th, 1890.

Nine men and thirty-two women availed themselves of the opportunities for study in Cambridge in the month of August 1890 offered by the Syndicate. The arrangements of the Syndicate had been made in the expectation that the numbers would be from thirty to forty... Of the forty-one students

who presented themselves, three were able to stay only for a fortnight, six more for three weeks, and the remainder resided the full period.

Six men were permitted to reside at Selwyn College and twenty-two women at Newnham College; the rest preferred to take lodgings or were already resident in Cambridge. The charge made at each College was at the rate of twenty-five shillings a week for board, lodging and service for each person. The fee charged on the part of the Syndicate for instruction was one guinea, to include all courses and lectures; this fee was remitted to students who were in receipt of scholarships from their local centres, awarded by examinations at the end of courses of lectures; on future occasions it would be better to make the remission, in each case where a scholarship is offered, not to the scholar but to a deserving student who just fails to obtain the scholarship. The Lectures and instruction offered to the students may be classed under three heads:— I. Practical work in Science at the Laboratories and Museums; II. Courses in Art and Archaeology at the Fitzwilliam Museum; III. Miscellaneous.

In reference to this third head we find in the Report the germ of the widening of the subjects which presently developed so as to include the less special studies and appeal to the larger number of students, for it continues thus:

A few isolated lectures were given, which were attended by nearly all the students: several of these lectures were open to all who had attended a course of Lectures at the Cambridge centre. Professor Humphry lectured on the Human Form; Professor Browne on the Ground plan of a College (taking Queens' College as a typical example) and on the pictures in a College Hall (St Catharine's); Dr Verrall on Burke's American speeches; Mr R. D. Roberts on the building of the Earth's Crust; Mr Leathes on the poems of A. H. Clough. These lectures were not the less appreciated because they did not form part of the regular educational course. The Literary

Lectures caused many of the students to enquire whether it would not be possible on some future occasion to offer something to the students of History and Literature, who form so large a part of the students at the Local Centres. This year the principle on which the Syndicate acted was not to offer any instruction which could with equal advantage be given in a local centre. It may be well to reconsider this point for another occasion. The students were all allowed to visit the Observatory by day and also by night, and Professor Adams was fortunately able to receive them in person. This privilege was much valued.

One great advantage in the scheme was the hospitality extended to the students by Selwyn College and Newnham College. College life is a great part of the special advantage the University has to offer. The thanks of the Syndicate are due to the authorities of these Colleges.

The work of last August entailed an amount of labour on the office and on the lecturers and demonstrators out of proportion to the number of students who desired benefit from it. Further, the fee must always be low, and with small numbers the receipts are quite insufficient to meet the actual expenses, including inadequate payments to those who undertake continuous work in lecturing and demonstrating. If the experiment is to be repeated it would be well to make the announcement early, and to send to each Lecture-Centre more definite regulations than it was possible to make before the first experiment had been tried. With sixty students there would be a more reasonable proportion between the amount of labour involved and the whole amount of benefit conferred, and the fees would enable the Syndicate to make a less inadequate payment to those who give the instruction. In the present year the expense to be met by the Syndicate, over and above the fees received from the students, will be not inconsiderable. The Lectures Committee recommend that the experiment be repeated next year, on a larger scale as regards numbers, and with the inclusion of History and Literature.

This interesting early Report shows not only the



Summer Meeting in the making, but explains why its future growth approximated to the Oxford plan. The reference to the hospitality of Selwyn College and Newnham, again, indicates a point of usefulness not yet widely developed and also leads us to include here a curiosity of literature which deserves to be preserved in any survey of this movement and which was first rescued from the files of *The Times* by inclusion in the work of Mr H. J. Mackinder and Mr M. E. Sadler, to which we have already referred. Its date, October 15th, 1874, will remind the reader that it belongs to the period when Professor Stuart was bringing University Extension work into active life in Cambridge, and it was written two years after Mr Percival, then Headmaster of Clifton, had published a pamphlet of twenty pages in the form of an open letter to the governing bodies of the various colleges in the University of Oxford, with the title *The Connection of the Universities with the Great Towns*. This proves that the subject was already in the air at both Universities, and Mr Sadler is not too far-fetched when he calls the letter 'a happy forecast of the Summer Meeting.' Though happy it cannot yet be said to have been in its essence much fulfilled; nevertheless Selwyn and Newnham Colleges have the glory of making the first beginning. The letter was written by the Rev. E. S. Ffoulkes, Vicar of St Mary's, Oxford, and its substantive part is given thus in *University Extension, Past, Present and Future*:

The practical account of the matter is that Oxford is wanted by the University for *six* months in the year, and no more. Why, then, should Oxford be debarred from accommodating another University for the remaining six? It would

be a vast saving to the nation if the same buildings which serve for one University could serve for two. . . . Or ladies might be invited to form themselves into a University for six months. Or again, to suggest the form which would involve least change, why should not candidates for the Local Examinations be given the option of a residence in College Rooms, under proper surveillance, for the four summer months which constitute the Long Vacation, to prepare for their examinations? It is quite possible that numbers of middle-class men would only be too glad to avail themselves of a University curriculum, could it be achieved by four months residence continuously during the summer. Oxford could easily be provided with a staff of Tutors and Professors from its existing University to officer a second. And how cheap and how productive of work would that term be, which lasted a period of four months without a break, and whose days were such as to need neither coal nor candle, nor other light than that of the sun, to give twelve hours of study. . . . Positively the only change which this would necessitate would be that Colleges should let their rooms *furnished*, so as to have them at their disposal for the whole year.

Mr Ffoulkes certainly had a large mind when, overlooking considerations of rest for the tutors and professors, not to mention the college servants, he cheerfully contemplated a Summer Meeting not of four weeks but four months on end. It was that Mr Ffoulkes, who had gone over to the Church of Rome and had then come back again, and to whom the Master of Balliol was supposed to have alluded in a University Sermon at St Mary's when he, in reviewing the Oxford movement, declared that some men had gone over to the Church of Rome and some had remained in the Church of England, 'while others might be said to have spent their time in passing to and fro.'

One item in the Cambridge Report for 1890, which states the cost of maintenance for a student at a Summer Meeting to be twenty-five shillings per week, affords an interesting comparison with an item in the preliminary official announcement for the Oxford Meeting of the present year (1923), which gives the probable cost for the same necessity as exactly double, namely, fifty shillings.

In the year 1891 the numbers attending the Meeting in Cambridge were only slightly larger than in 1890, namely, forty-seven as against forty-one. It is of interest to find that at this Meeting a course of six lectures on Robert Browning was given by Mr Owen Seaman, at which the average attendance was 'about fifty.'

To the Report for this year is added the note:

It is probable on account of the large number of lectures on technical subjects now being given for the County Councils by the Local Lecturers, that a considerably larger number of science students will wish to come up in 1892. It may therefore be desirable to add a second course on Chemistry, having special reference to Agriculture. After two years the Long Vacation Study may be regarded as having passed the purely experimental stage, and the Syndicate considers that it should for the future be regarded as part of their regular work.

The explanation of the use of the phrase 'The Long Vacation Study' in this last clause is found in a passage of the very interesting Inaugural Address delivered at the next Meeting in 1892 by Professor Stuart, who had then become M.P. for one of the London constituencies, the Hoxton Division of Shoreditch, which he had held since 1885. In the course of that address he referred to his own part in

the movement twenty-one years earlier, and stated that

The whole situation out of which the movement arose which has brought us here together to-day is not unsuitably portrayed in the origin of the name University Extension. The letter already referred to (*i.e.* his Letter to the University dated November 23rd, 1871) begins with the following words, 'I beg to call the attention of the University to one phase of the question of University extension, and to urge the desirability of members of the University considering the subject both in their corporate and in their individual capacity.'

The movement for local lectures (he went on) was thus referred to as only one of the many directions of University extension, and as my letter treated it as such I entitled it 'A Letter on University Extension.' For many years the phrase was sedulously avoided in all our official documents, but the popular phraseology has won the day and the words University Extension are exclusively applied to the Local Lectures.

What Professor Stuart there stated concerning the term University Extension was at that very time equally true of the term 'Summer Meeting.' In the official documents at Cambridge it was being sedulously avoided and the term 'Long Vacation Study' was used instead. But here too 'the popular phraseology won the day,' and the next year, 1893, the Syndicate for Local Lectures issued their official Programme with the title, 'Programme of the Fourth Summer Meeting,' with a list of lodgings and map of Cambridge, quite in the style of the years to come. The membership, moreover, was no longer confined to those who had attended lectures at one of the Local Centres, but was extended to 'Persons engaged in the profession of teaching and holders of certificates which in the opinion of the Syndicate showed that

the holder is capable of profiting by the opportunities offered.'

At this Meeting one of the most important of all the Inaugural Addresses at either University was delivered by Professor R. C. Jebb, Litt.D., on 'The Work of the Universities for the Nation, past and present.' And it will not escape our notice that exactly thirty years afterwards, in this present year 1923, Oxford has chosen the same theme as the subject for the Summer Meeting to be held there in August, namely 'Universities, Mediaeval and Modern and their Place in National Life.'

The whole of Dr Jebb's address is well worth reading and re-reading at the present time. It is a milestone near the half-way point of the fifty years through which the movement has travelled, and its masterly statement of the needs and opportunities of the work could not be surpassed. One section of it is too important and too applicable to our present situation to be omitted from this survey, and it is in the closest concord with one of the pleas that Sir Michael Sadler has been consistently urging from that day to this:

The great object now is to place University Extension on a more permanent and systematic basis. The difficulty is simply want of funds. The Universities as such are far from rich, relatively to the claims upon them; and if further financial aid is to come from an academic source, it is to be looked for rather in the following of that admirable example which has been set by more than one College. The case for aid from the State is a strong one, and has been stated more than once with a force to which nothing can be added. It has been pointed out that the State spends three millions a year on Elementary Education, and that a small grant—say £5000 a year—to

University Extension,—a grant which in the first instance might be temporary and tentative—would greatly increase the value of the return which the country obtains for the larger expenditure. Elementary instruction, unless crowned by something higher, is not only barren but may even be dangerous. It is not well to teach our democracy to read unless we also teach it to think. The County Councils' grants go at present to one side of the movement only,—the technical and scientific; and, far from weakening the argument for some further State aid, they really strengthen it.

It is worth notice that so entirely just were the calculations of the Local Lectures Committee as to what would be the effect of widening the subject programme and the conditions of membership that the number of students attending this 1893 Meeting was no less than 548.

An interesting account of this Meeting from the point of view of one of the students will be found in *The Quarterly Examiner*, published by the Society of Friends in the same year and signed E. Mabel Westlake.

From this time onwards the Cambridge Summer Meeting has never looked back, so far as numbers go, and has altered little in general character, except to develop the curriculum as occasion called; and, before the war, to make considerable provision for an influx of foreign students—an arrangement equally necessary at Oxford, and helping to foster the international spirit which the war so rudely interrupted.

Among the lecturers at the 1896 Meeting in Cambridge were Dr Montagu Butler, Master of Trinity, Mr Israel Gollancz, Mr J. Churton Collins, Professor V. H. Stanton, Dr H. E. Ryle, Hulsean

Professor of Divinity, Mr F. W. H. Myers, Mr H. Yule Oldham, Mr A. J. Wyatt, but of all the entries of forthcoming lectures at this Meeting none is of greater interest, considering what the movement has since owed to Dr Cranage, and still is owing, than this entry in the Programme of Lectures, marked C:

A Medieval Abbey.

Two lectures. D. H. S. Cranage, M.A., King's College.

## CHAPTER VI

### TUTORIAL CLASSES

THE rise of *tutorial classes*, which are now so important a part of the University Extension movement, is the next most significant event to follow that of the Summer Meetings held at the Universities. They are a development of that young organisation called the Workers' Educational Association, connected in its origin with Extension work, but always an independent body. It makes use, however, of the tutorial class as one of its main instruments, and for the most part still looks to one or other of the Universities to supply the tutors and direct the work.

The Workers' Educational Association, most frequently spoken of by its initials W.E.A., was founded at the conclusion of an Oxford Summer Meeting in 1903, but owed its first inception to three articles in the *University Extension Journal* (the precursor of the present *Bulletin*) in the spring of that year, written by Mr Albert Mansbridge.

They were reprinted, with a prefatory note signed by Dr J. Holland Rose, who stated that Mr Mansbridge, 'having himself benefited by courses of study in connection with University Extension Lectures, believes that such lectures may be made far more widely helpful to Trade Unionists and Co-operators than they have been in the past.' And as being himself connected with the *University Extension Journal*, Dr Holland Rose went on to say:



I know that his articles have aroused great interest; and on behalf of the Editorial Committee and of my brother lecturers I would assure those to whom Mr Mansbridge especially appeals that we are most anxious to make our Movement as helpful as possible to them. The spirit that animated Charles Kingsley and Arnold Toynbee has never been more active at our ancient Universities than it is to-day; and the time seems ripe for an educational advance on the lines here suggested.

The reference in the last sentence is more particularly to Mr Mansbridge's third article, in the May number of the *Journal*, which had for its title and subject the words 'An Association,' and opened with a reference to Mr Haldane's book, *Education and Empire*, then recently published.

Mr Mansbridge then made this bold plea for the University authorities to rise to the height of what he considered their vocation: 'The constitution of the Extension Authorities by the Universities, in whose keeping lies the Educational heart of England, is instinct with promise for the Education of Democracy. At once a legitimate duty and a crowning glory lies in the absorption of the working class "new blood" by the University Extension Movement.' The article went on to describe briefly the benefits likely to follow upon combined action on the part of the Extension authorities, the Co-operative Movement and Trade Unionists, and, after recommending the creation of a Pioneer Association to initiate a more permanent effort, it concluded thus:

This series of articles may well conclude with a strong expression of real hope that a forward Movement will result, if not on the actual lines indicated, yet on some modification of them, for such a Movement will inevitably benefit Uni-

versity Extension and Democracy alike, and express itself in increasing contributions to the correct thought of our time.

On p. 3 of the cover of the pamphlet in which the articles were reprinted there appeared the following announcements.

AN ASSOCIATION is in course of formation for the purpose of promoting the Higher Education of Working Men in Geography, History, Economics, Literature, Science, and Art, based upon the principles expressed in the foregoing articles.

#### METHOD

By means of vigorous Propaganda at Co-operative, Trade Union, Friendly Society, and other Meetings, as well as by the promotion of Joint Conferences, it will endeavour to construct a working alliance locally and nationally, between University Extension and the leading Working Class Movements; also to assist and encourage any specifically educational effort made by working men.

#### CONSTITUTION

Its constitution will be determined and its Officials elected at a Meeting to be held at Oxford on Saturday August 22nd, at 3 P.M. the last Saturday of the Summer Meeting. Meanwhile a Provisional Committee, representing all the interests, will carry on the work of the Association.

#### MEMBERSHIP

Individuals and Societies in sympathy with the object of the Association are eligible for Membership. The Annual Subscription (subject to confirmation) will be 1s. This subscription together with *necessary donations*, will provide the funds of the Association. It is desirable that sympathisers should enrol their names *at once*. Applications and subscriptions to be sent to

The Hon. Sec. (*pro tem.*),

ALBERT MANSBRIDGE,

52 WINSHAM GROVE, WEST SIDE,  
CLAPHAM COMMON, S.W.

## OPINIONS

The Hon. Sec. will be glad to receive suggestions and opinions to submit to the Provisional Committee, also to receive reports on the work already in existence in various places.

The meeting thus announced was duly held at Oxford on August 22nd, 1903, under the presidency of Dr Percival, then Bishop of Hereford. Two papers were read setting forth the proposals; the first by Mr Robert Halstead, entitled 'An Associated Effort,' the second by Mr Albert Mansbridge with the title 'The Construction and Constitution of an Association.' The gist of his paper was summed up in a statement of the three main objects of the Association, which were as follows:

I. *The Extension of University Teaching.* This obviously is primary. It should be pursued upon such well developed lines as to ultimately constitute an alliance between the University and Working Class Movements, through the medium of the University Extension Authorities.

II. *The assistance of all working class efforts of a specifically educational character.* There is no doubt that this is complementary to the primary object, inasmuch as existing efforts—Co-operative Classes, Trade Union Meetings, Popular Lectures, Travelling Clubs, Reading Circles and Discussions are necessary agents in developing the intellectual capacity of workmen until they reach that level which enables them to fully appreciate the systematised teaching provided in the Extension Centre.

III. *The development of an efficient School Continuation System.* It is perhaps most important of all that the future workman shall be influenced early, and that the provision of an efficient Evening Continuation System promises best for the exercise of such influence. The time may not be far distant when the Association might well commit itself to an

attempt to secure compulsory Evening School Education up to the age of 17, but such a step would at the present probably be premature.

The paper concluded with the words:

Plainly, therefore, the Association must work on, immature though it be, until the day of its maturity. That day will be, provided always that sound words are the immediate forerunners of persistent and reasonable action.

In the official report of the meeting subsequently published it was stated that the members attending were cordially welcomed by Mr J. A. R. Marriott, then Secretary to the Oxford Delegacy for University Extension, who readily granted facilities for the Conference to be held, but with the proviso that 'The responsibility for the Conference, in all respects, was to remain entirely with the promoters and not with the University, being in no sense official to the Summer Meeting.'

Among the speakers, in addition to the president, Dr Percival, were the Dean of Durham (Dr Kitchin), Dr Cranage, Professor Masterman, the Rev. Hudson Shaw, and Mr Norman Wyld, Secretary of the Liverpool University Extension Society. Mr Albert Mansbridge, the Hon. Secretary (*pro tem.*), moved the resolution, which constituted the Association, as follows:

'That the permanent Association be constituted in accordance with the Provisional Articles set forth in the Official Paper, and that it be an instruction to the duly elected Executive to prepare complete Articles to be presented at a General Meeting of the members to be called hereafter.' This was seconded by Mr Norman Wyld and carried.

Reading was the first town to form a Local Association as a branch of the parent body.

In the Second Annual Report, for 1905, the income from subscriptions was stated to be £92. 3s. 5d. and the National Home Reading Union had generously given a donation of £50.

Conferences on the work of the Association were held at the Cambridge Summer Meeting in Exeter and Manchester, and local conferences at Reading, Stratford (London), Woolwich, Ilford, Derby and Rochdale.

In the Co-operative Wholesale Society's Annual for 1906 Mr Mansbridge contributed a valuable and detailed survey of Working Class Educational Movements from the beginning of the Nineteenth Century when Mechanics' Institutes came into being down to the establishment of Ruskin College at Oxford, and the passing of the Education Act of 1902, of which the writer said:

When the history of Education comes to be written, the Act of 1902, with all its defects, will be regarded as the first step towards a veritable charter for the people. Its provisions are not yet realised in their full force. Necessary re-adjustment by succeeding Governments will be best ensured by the construction of voluntary committees acting in conjunction with educational authorities, voicing needs, supplementing efforts, criticising supplies, constructing courses of study, and stimulating demand. . . . The great day of labour will come when the rank and file are so educated, are so harmoniously expanded, that they normally and naturally evolve great leaders.

We give these passages from the reprint of the article because they indicate what kind of aspirations were in the minds of those who founded the W.E.A. and shaped its first beginnings. By 1906 its income had risen to £223, which was increased to £230 in

1907, but in the same year the Committee were faced with a deficit of £78, causing great anxiety just when the opportunities of expansion of their operations seemed full of promise.

In spite of these anxieties and difficulties of finance the work of the Association went on growing, and in the year 1912, two years before the war, the two Secretaries of the Oxford Delegacy and the Cambridge Syndicate for University Extension, Mr J. A. R. Marriott and Dr D. H. S. Cranage, put out a joint paper as a basis for discussion at the first Congress of the Universities of the Empire, in which they summed up the position of the Tutorial Classes as they then stood, thus:

### TUTORIAL CLASSES

The University Extension movement has been warmly supported by all classes of society. Indeed, it is not too much to say that, in many places, it has been one of the greatest unifying forces in the social life of modern England. From the very first it has had a specially warm welcome from the working classes. The mill hands of Lancashire and the miners of the North have been among its greatest supporters. The efforts of the Universities to influence working men have, however, not been so successful as it was at first hoped. An apprehension of this fact has led to a remarkable educational movement organised by the working classes themselves. At the Oxford Summer Meeting of 1903 there was formed 'an Association to Promote the Higher Education of Working Men, primarily by the Extension of University Teaching,' with Mr Albert Mansbridge as Hon. Secretary. In 1906 the title was changed to 'The Workers' Educational Association,' which, according to the report presented to the annual meeting of 1911, consists of 1541 organisations, including 543 Trade Unions, Trades Councils and branches, 184 Co-operative Committees, 261 Adult Schools and Classes, 22 University

bodies, 19 Local Education Authorities, 110 Working Men's Clubs and Institutes, 97 Teachers' Associations, 91 Educational and Literary Societies, and 214 various societies, mainly of workpeople. The Association has engaged in many forms of educational activity, with one of which we are here specially concerned, viz., the system of Tutorial Classes.

As a result of a Conference at Oxford on August 10th, 1907, a Joint Committee was appointed to consider the Relation of the University to the Higher Education of Workpeople. This Committee consisted of seven members of the University nominated by the Vice-Chancellor, and seven representatives of working-class organisations nominated by the Workers' Educational Association. The Committee issued a full report in the following year and recommended, among other important changes, the establishment of Tutorial Classes beyond the limits of the University. These classes had already been commenced in a tentative manner in the winter of 1907-8, have since rapidly developed, and are now undertaken by almost every University and University College in England and Wales.

The system adopted is in the main that which has long been familiar in University Extension work, but there are several special features. The number of the Class is limited to about thirty, and the members pledge themselves to attend regularly the twenty-four lectures and classes provided in each of three years and to write a certain number of essays on subjects prescribed by the lecturer. The subject of the course has generally been Economic History and Theory or Industrial History, but some Classes have chosen English Literature or Natural History. The members are nearly all working men and women, many of whom are leaders of Trade Unions and other working-class organisations. The responsibility of admitting members and of managing all the local details rests in most cases with the Workers' Educational Association. In nearly every case the general management of the work and the appointment of the lecturers are in the hands of a Joint Committee consisting of an equal number of University men and of representatives of the Association.

There is a very general agreement as to the educational efficiency of the Classes on the part of lecturers and of inspectors appointed by the Universities. In the Session 1910-11 the Board of Education conducted an inspection of 14 Classes and issued a highly favourable report. There can be no question that most of the students, even in their first year of study, have derived real benefit and in many cases reached a standard which compares favourably with that attained in the Universities themselves. So many questions of importance affecting the whole movement have arisen that a Central Joint Advisory Committee has been formed representing all the Universities and University Colleges engaged in the work.

As will be readily understood, the greatest difficulty which has to be faced is that of finance. In the nature of things such Classes cannot be self-supporting, and help is sought from the Local Education Authorities. The Board of Education make grants on a definite scale, and generous assistance has been given by the Gilchrist Trustees. Even with all this help, a heavy burden is thrown on the University bodies, and in many cases the limit of their powers has already been reached. The responsibilities to their internal students are so great that it does not seem possible that there can now be any great development of the Tutorial Classes unless larger grants are available from national funds.

The extent of the movement at the present time will be shown by the current report of the Central Joint Advisory Committee. From that it appears that 103 classes were at work in the Session 1911-12. The number of members was about 2500 and the average attendance of those who attended for at least fourteen hours was about 75 per cent.

The last few years have seen a further development of the Tutorial Class movement in the organisation of Summer Classes. The first was held at Oxford in the summer of 1910 in the months of July and August. Their object is to get special students to the University for a week or a fortnight, or possibly longer, and give them more detailed and individual instruction than is possible in a Tutorial Class. Great im-



portance is attached to students reading essays individually with a tutor. In 1910 the Summer Classes were attended by between 70 and 80 students, in 1911 by 173 from both the Oxford Classes and the Classes of most of the other Universities. The Oxford Joint Committee is of opinion that these classes must become a regular institution, and look forward to their developing very much in the future. Even in the short time of a week or a fortnight a student, if he is individually in close touch with a tutor, can get help and stimulus for his year's work, and many more members of the teaching staff of the University can come into contact with Tutorial Class students than would be possible with Tutorial Classes alone. Efforts are being made at Oxford to arrange a system of scholarships that students may be able to come up for a month or two months at a time. The Summer Classes are among the most hopeful and encouraging parts of the Tutorial Class movement. This year three Universities are holding residential Summer Classes, Oxford (two months), Reading (two weeks), and Birmingham (three days), and six other Universities are holding week-end Summer Classes.

J. A. R. MARRIOTT.

D. H. S. CRANAGE.

Those who wish to study in detail the later history of the W.E.A. are advised to read (1) *University Tutorial Classes, a Study in the Development of Higher Education among Working Men and Women* (Longmans Green and Co., 1913) by Mr Albert Mansbridge; and (2) *An Adventure in Working-class Education; being the Story of the Workers' Educational Association, 1903-1915*, by the same author and publisher, and which was published in 1920. From the latter volume is appended the following summary, showing the numerical growth of the classes from 1908-1920.

*University Tutorial Class Statistics  
in England and Wales*

Year	Classes	Students
1908-9	8	237
1909-10	39	1,117
1910-11	72	1,829
1911-12	102	2,485
1912-13	117	3,176
1913-14	145	3,234
1914-15	152	3,110
1915-16	121	2,414
1916-17	99	1,996
1917-18	121	2,860
1918-19	152	3,799
1919-20	229	5,528
1920-21	298	7,297
1921-22	342	7,783

In the former volume attention is directed to Appendix VIII, giving statistics of the Oxford Summer School for Tutorial Class Members in 1912, which was attended by 215 students, who on an average stayed two weeks out of the eight weeks during which the School was held.

Attention may be directed also to Appendix IX, containing a report of the speech by Mr J. M. Mactavish (now the General Secretary of W.E.A. in succession to Mr Mansbridge), which will be found at p. 194, in which he addressed the Oxford Conference on Tutorial Classes held in 1907, and indicated one strain of opinion in the minds of those whom he represented; which he thus expressed:

Let us be frank with Oxford in this matter, because unless she understands what we want she can do nothing for us. The economics which emanate from Oxford are well-adapted to meet the requirements and stimulate the minds of those young

gentlemen who frequent her Colleges, and because they are reduced to a science of social conduct and industrial practice which has made them and keeps them comfortable. But you cannot expect the people to enthuse over a science which promises them no more than a life of precarious toil. . . . We want from Oxford a new science of national and international economics—a science that will teach us the true relationship between production and consumption; that will teach us the true economic relationship in which men ought to stand to men, and men to women—a science based, not on the acquisitiveness of the individual, but on social utility. Even as much do we want from her a new interpretation of history—not one that will continually remind us that we are on the edge of the abyss, but one that will inspire us; not the short and simple annals of the poor, but the history of the people.

This passage is followed by one stating the speaker's opinion that University Extension Lectures (as distinct from Tutorial Classes) 'have not been successful and that this is due (in the speaker's opinion) to the fact that the average University Extension Lecturer is (in the speaker's opinion) decidedly middle and upper class in his outlook.'

The importance of such a speech in regard to the Extension movement lies in its coming from one who is regarded as representing the views of those who form the main body of students in the Tutorial Class side of the movement itself.

## CHAPTER VII

### PERSONNEL AND ORGANISATION

THESE two words represent two fundamental elements in the success of all combined operations depending on numbers of men; and persons come first. When we look at the University Extension movement as a whole it is not difficult to set out the classes of persons on whom it depends.

When it began it depended first on the *Lecturer*—Mr James Stuart, Fellow of Trinity College. He was first set in motion, in the direction he presently took, by the request made to him in 1867 to give lectures to ladies in Manchester, Liverpool, Sheffield and Leeds. These ladies represented the demand and Mr Stuart set about finding the supply.

The next persons to become necessary to the strength of the movement were the governing authorities of the University of Cambridge, the Vice-Chancellor and resident members of the Senate, to whom the Lecturer appealed for their assistance in considering the whole question of demand and supply, for the extension of University teaching beyond the walls of the University itself.

This led to the central authority nominating the special Syndicate, to which the Lecturer, Mr Stuart, became Secretary; and with the creation of the Syndicate, and Secretary, who was a Lecturer, there came into being the personnel who are the main hinge on which the movement has turned. The

Syndicate at Cambridge and the Delegacy at Oxford, with their respective Secretaries, are those who initiate and control the main action of the whole enterprise. The Secretary is in a true sense the Archsuperintendent of all the Extension work of this or that University, though he is at the same time the servant of the Syndicate and a member of it. The person, therefore, of the Secretary to the Syndicate or Delegacy, or, as in London, the Board to promote the Extension of University Teaching, is one of the persons of chief importance in the whole movement, and upon whose capacity and judgment and tact and energy more depends than upon the personal qualities and faculties of any other single individual.

But after this Archsuperintendent Secretary-Lecturer, who becomes what he is in virtue of his knowledge and capacity and experience as a Lecturer and a representative of the whole body of Lecturers—after him and the staff of Lecturers and Tutors of Tutorial Classes who act with and under him, there come next a hardly less important group of persons, namely the *Local Secretaries* of the Committees for the various Centres in which the work is carried on; and the Committees themselves. It is a matter of good fortune that we have a carefully drawn sketch of the manner of person who is a good Extension Lecturer, done by a hand very well skilled and expert in the many qualities that are required.

In the first place, any lecturer who is to take an active part in the work must be strong enough to bear considerable fatigue. His occupation entails long and frequent journeys. In the future, the amount of travelling may, in the case of some of the lecturers, be reduced to a minimum; groups of

neighbouring towns, separated from one another by short distances only, may combine together to retain for brief periods the whole time of a small staff of lecturers. Those whom the Master of Balliol once compared to 'local preachers' may thus receive appointments to special 'circuits' for a short term of years. But it will always be incumbent on some of the lecturers, and it is now incumbent on all of them, to make long journeys from one centre to another. It is this need of considerable physical strength which makes it doubtful whether many women—admirably adapted as some of them have proved to be for the work—will ever be able to undertake much of it or to make it their chief occupation. Moreover, the task of repeatedly lecturing to large audiences involves strain and excitement. The very intensity of the interest which the good lecturer takes in his work carries with it the danger of over-stimulation and consequent reaction.

Next, on the side of knowledge, the lecturer must possess some University distinction as evidence that he is competent to teach the subject or group of subjects on which he proposes to lecture. It is, however, the man of sound knowledge and many interests, rather than the learned specialist, who is needed for the work of University Extension. Mere knowledge of his subject is not enough. He will often have to lecture to people who need convincing that it is a subject of interest and importance to them. In order, then, to realise the best way of teaching it, he must be able to put himself in their place; he must be capable of taking an outside view of his subject. He must also be able to make his hearers feel the place which it occupies in the wide field of knowledge; he must know how to appeal to the varied information possessed by an audience consisting largely of adults, in such a way that each may find in his previous knowledge a foundation for his new study. The lecturer does not deal with children, but with grown men and women. He must therefore make their practical experience of life tell on the subject which he commends to their attention<sup>1</sup>. Further, he must seek to communicate to his students

<sup>1</sup> This is particularly necessary in the case of the lecturers engaged under the County Council schemes, who are dealing in many centres

a correct impression of the different importance of the different parts of his subject; he must have instinctive tact in selecting salient points.

But he often has to address large audiences, and not merely to teach in small class-rooms, where a conversational method of instruction is suitable. He must, therefore, have some of the powers which go to make a good platform-speaker. He cannot afford to weary his hearers, for they are not compelled to come to listen to him again. It is his difficult task to combine the lucidity and force of good platform-speaking with the accuracy and precision of language which characterise the scholar.

His success as a teacher will depend on his convincing his audience that he is in intellectual sympathy with them. It will not do for him intellectually to despise them. He is facing an audience which comprises persons whose experience has lain in channels of which he himself knows little or nothing. In a sense, he is a specialist in one subject, addressing persons who are themselves specialists in fifty others. The relation, then, between the lecturer and his audience is rightly one of mutual respect. There will be many among his hearers who have been compelled by other claims, of business life or of household duty, to forego the opportunities for study which he himself has enjoyed. But this does not mean that they have experienced in their lives none of the mental discipline, the concentrated application, the need of judgment and criticism, which have been the forces education has brought to bear on his own life. Above all things, the lecturer must have moral earnestness, and must care deeply for the subjects which he teaches. He must, therefore, have a high ideal of the responsibilities and possibilities of his occupation.

He will have to come in contact with many different classes of people; he will often have to lecture to ladies in the afternoon and to working-men at night. This will call for a good deal of skill in handling his subject, so as to present it in a way with audiences quite unprepared by any previous book-learning, and therefore only approachable through the medium of their own practical experience.

form suitable for both kinds of audience. It will not do for his lectures to be stereotyped.

Again, in many places his advice will be sought on matters of organisation. The most successful lecturers have been those who, like Mr Moulton, of Cambridge, have given great attention to the practical means of arranging associations of students, federations of centres, and other matters which, though primarily concerned with the business side of the work, are still of importance to the teacher, because they consolidate the system in which he is employed, or improve the material with which he has to deal. A lecturer with a turn for organisation will thus find constant opportunities for usefully employing it. University Extension, in a word, needs men who belong exclusively neither to the academic nor to the business worlds, but who can sympathise with the aims and interests of both.

Such is the kind of lecturer that is wanted for the purposes of University Extension.

But the portrait of an ideal Local Secretary has not, so far as the writer is aware, yet been drawn with anything like the same fulness; although, happily, the movement has been blessed with several such persons as might have sat for the Original in real life.

Those who have been familiar with its working for many years will find springing in their memory the picture of the late Miss Montgomery of Exeter, to whom not that centre only but the whole Extension movement has owed so much.

It is quite true, as one of the speakers at a Conference said, that any centre can be ruined by an inefficient local secretary; and that a good secretary can, on the other hand, make dry bones live, and raise up students and supporters almost from the dust of the ground. It takes first an unbounded faith and power of imagination to see what is not, but



what can be brought into being by the use of the right means, and the intuition and perception to find what those means are. It requires a deep sense of the value of knowledge and of the pursuit of knowledge for its own sake, along with the sense that a little knowledge is a dangerous thing. But to this must be added something of the missionary's innate love of his fellow men which impels him to spread and extend the knowledge which he values to as many others as he can possibly reach. And yet to faculties like these, lying at the very heart of a person's mind and character, there must needs be added a rich fund of common-sense and patience and pertinacity, veiled by a certain lightness of touch and accessibility of temperament and manner, which make their possessor readily and equally at home with people of both sexes and all classes and of almost all ages. These are the qualities that tell in every neighbourhood, in the town as well as in the country, and these are the faculties that make committees gladly come together, and sustain them in effectual working, year after year.

Such then is the personnel of the movement, so far as its official staff, its working organisers and leaders, are concerned:

The UNIVERSITY SENATE or other Central Board with the Vice-Chancellor as its Head.

The MEMBERS of the SYNDICATE or DELEGACY appointed to manage University Extension work.

The general SECRETARY to this Body, with the other LECTURERS by them appointed.

The LOCAL SECRETARIES of the Committees at the Centres.

The MEMBERS of the LOCAL COMMITTEE.  
The TUTORS of the Tutorial Classes.

But then, after all these persons, come the general host of the STUDENTS themselves for whom those others are appointed, and whom they lead and teach and work with, in the pursuit of knowledge; and in the cultivation of their own human nature, so that the knowledge which they seek and find may enrich and strengthen that nature, and so that the spirit of fellowship in which they work may make and keep it good and true to its highest type.

There will be, of course, other minor divisions of office and personnel not to be overlooked or forgotten; grades of seniority and standing among Lecturers, persons who take a leading part in Students' Unions and Local Committees; and many honoured and honourable assistants in various capacities in the Offices, in the Summer Meetings and Conferences, in the Presses that print the forms of Syllabus, and other publications; in those that edit or write the *Bulletin*, or serve in other ways impossible to catalogue. But those whom we have mentioned, whether as official workers or as forming the whole body of students, are the personnel of the movement as it has shaped itself during its first fifty years, and of them we have first to think before we can understand the mechanism and organisation which is the fruit of their brains and the work of their hands.

One cannot help a reflection that at the present stage of the movement there is an inevitable sense of immaturity about it arising from the fact that these numerous workers on whom it all depends can very seldom meet together in sufficient numbers to foster

a consciousness of strength and to discuss plans and purposes of concerted action. The regularly recurring Summer Meetings do something towards it, and the occasional Conferences such as the 1887 Conference at Oxford, the 1894 Congress in London, and the Conference at Cambridge in 1898, 'to celebrate the conclusion of twenty-five years' work,' do more; and we hope and expect that the Conference in the same University in this fiftieth year, will carry the consciousness of the movement a stage considerably farther forward than those earlier meetings.

But in so great a work as the movement represents there is every need to hasten slowly, to marshal the forces with great care and patience, because the goal at which we aim is not that of a political party, or any end which belongs to a brief period of years. The extension of University teaching is nothing less than the extension of the knowledge of truth among the multitudes of men and women who constitute the nations of the world. It is not work that can be done by leaps and bounds: Universities themselves are not hastily fashioned things, but have grown out of men's needs, out of their aspirations, their beliefs, their hungers and thirsts after knowledge, their instincts for fellowship, for rivalry, for speculation concerning things half-known and their unending ambition to make them fully known. The band of men and women who form the personnel of the Extension movement need, therefore, to realise the conditions of their great enterprise. They are in one sense Pioneers: pioneers in the diffusion of knowledge which Researchers have created and are creating generation after generation. The Researchers cannot

say to the Extenders we have no need of you, and the Extenders can still less say to the Researchers we have no need of you. Both alike are surrounded in the world by that general mass of mankind who need and want truth and the knowledge of truth but cannot get at it without the Researchers and the Extenders, both of whom they are ready to honour and to hold in esteem, if they do their work diligently, without arrogance and without fear, and for the love of that knowledge which all alike need and through which they gain power to use the world and to shape the life of Man nearer and nearer to the heart's desire.

### *Organisation*

What we have next to present to the consideration of those interested in this enterprise is a concise view of the organisation which the persons who carry it on have devised. We mentioned quite early in this survey Professor Stuart's account of the origin of the Class and the Syllabus. That origin is characteristic of the whole structure of organisation by which the movement is carried out. It is not by rule of thumb, it is not unscientific, or merely amateur; it is by the patient observing of what is required, of what will meet new situations as they arise, and by devising first one instrument and then another to answer the purpose.

To make the organisation, at its present stage, as intelligible as possible, the best way will be to put it down briefly in words and names and then to make such short comments and explanations as will be sufficient to give a reader a clear conception of what those words and names mean. In the background,

behind the Universities themselves, there are in different countries the powers of government which concern themselves with Education as one of the Departments of State. As States have developed and had long enough time to grow, their Governments have shown more and more inclination and need to concern themselves with education generally. And as Universities are the traditional founts and springs, as well as the reservoirs of knowledge, they attract the notice of Governments; and as Governments have power and have the control of that form of power which is represented by money, Universities themselves find it necessary to take notice of Governments and to have relations with them.

But when it is the case of setting down the names of the different parts of the organisation of University Extension it will be becoming and sufficient to name first the Universities themselves, not forgetting that Government Commissions and Boards of Education can affect, can hinder or help this organisation, but remembering that Governments and their Commissions like to regard themselves as above the things and persons which they govern and into which they inquire.

First then the inquirer concerning the fabric of the organisation of University Extension in its present accepted sense, had better look at these features:

1. The University represented by its Senate or other Body.
2. The Syndicate or Delegacy or other Executive Body, with Headquarters' office and staff.
3. The Staff of Lecturers and Tutors, with Supplementary Lecturers.

4. The system of Examination for Certificates—Pass or Distinction—and, in some cases, for Diplomas.

5. The assistance of the University Press in printing the Lecture-Syllabus and other necessary publications.

6. The system of Local Committees and Secretaries, and the District Associations and Federations.

7. The Tutorial Classes organisation with their Joint Committees of representatives of Universities and the W.E.A.

8. The Central Joint Advisory Committee on Tutorial Classes.

9. The Students' Associations at the Centres.

10. The Local Secretaries' Unions.

11. The Lecturers' Unions in each University.

12. The organisation of Conferences on a large scale to discuss the work of University Extension.

In regard to

1. The Universities themselves. It is important to realise that University Extension does not mean simply the enlargement of this and that University as an institution. But Universities are accepted as the institutions occupying the highest plane of the whole sphere of education and as standing for the kind of teaching which governs the intellectual faculties most wisely. They are concerned therefore both with making knowledge and spreading it.

2. A Syndicate or Delegation is of the nature of an executive committee with the function of doing one particular part of the University work.

3. The Staff of Lecturers and Tutors is in one

sense the most vital part of the organisation: for it is the point of living contact between the University and the mass of mankind to whom its teaching and influence are to be extended. There are many points needing consultation and development in connection with this part of the organisation, *e.g.* (*a*) the old question how to retain the men of special capacity and experience, by creating a class of Superintendent-Lecturers, or special Fellowships in the Colleges; (*b*) how to train young men for the work. The same consideration applies to Tutors of Tutorial Classes.

4. The system of Examinations and granting Certificates and Diplomas. This has been a part of the organisation leading to much debate and variety of opinion. It is a natural outcome of the class and paper work. Among students there are two sets: (1) those who attend Lectures without any desire to enter for certificates or diplomas; (2) those to whom the obtaining of either will make a difference in their career or else be of value as an honour in itself. It is a somewhat different point that a few students desire certificates enabling them to qualify for a degree on terms of shorter residence. Neither Oxford nor Cambridge have as yet granted a diploma for Extension students, but a 'Scheme of Studies for Diplomas in the Humanities' has been established in the University of London. The full course for a diploma normally extends over four years. In addition to regular attendance at lectures and classes, students are required to undertake private reading, to submit to the Lecturer regular paper-work, and to pass the sessional examination. At the end of the four years' course a final examination is held upon the whole

course of study. In order to qualify for a diploma students are required to attain a standard in the Final Examination not lower than that required for a Certificate of Merit in the Sessional Examinations. The successful students receive their Diplomas from the Chancellor of the University on Presentation Day.

5. It will be evident at once that to have the assistance of the University Press behind the movement, for all the work connected with the Syllabus, the Examinations, the Summer Meetings, and the operations of the Syndicate, is a source of great strength.

6. The Local Secretaries and Committees do all the preliminary work of formation of a centre, of the various local arrangements for every course, as well as help to create and sustain Students' Associations and transact the necessary business with the General Secretary at the University.

7. The Tutorial Classes' Organisation consists of the Tutor, Local Secretary, and District Secretary; and a Joint Committee of Members representing the W.E.A. and the University.

8. The Central Joint Advisory Committee, for the present year, 1923, consists of the Chairman, Sir Henry Miers, D.Sc., Vice-Chancellor of Manchester University, and two or three representatives from each of the English and Welsh Universities, with a member from each Joint Committee of W.E.A. and the Universities, together with two representatives of W.E.A. and a Consultative Member of the Board of Education, with other members co-opted by the Committee.



9. The Students' Associations at the Centres do valuable work in holding meetings to discuss the subjects of the course, and sometimes in carrying on such meetings through the summer, to maintain interest between one year and another.

10. The Local Secretaries' Unions do useful and important work, generally at the Summer Meeting, both in discussing the work of the movement from the Local Committees' point of view, and by interchange of experience at the various centres.

11. The Lecturers' Unions meet for conference from time to time, and is of great use in bringing before the Syndicate or Delegacy, matters of importance as seen from the Lecturers' side of the work, as well as in friendly consultation between themselves upon the methods of the work likely to prove most successful.

12. The organisation of Conferences held from time to time for discussing Extension work by representatives of Universities and other interests concerned, has proved a salutary means of reviewing past endeavours and suggesting new methods and operations in the future. The reports of such Conferences are among the most useful literature of the movement for reviewing its progress.

This list of the features of organisation of Extension work makes no separate mention of the important work of arranging the Summer Meetings. This is accomplished at immense pains by the General Secretaries and the Syndicate or Delegacy of the Universities. They sometimes call in the assistance

of one or two of the more experienced Lecturers in times of great pressure.

The same applies also to the work of organising the various Summer Schools and Classes.

In the London University Summer School at Bedford College in 1921 the number of students was 525.

In that year the subject of Natural Science was introduced for the first time.

In a short review the statistics of the work of fifty years can scarcely be dealt with in detail, but it may be of interest to mention that the total average attendance at all the courses arranged by Oxford, Cambridge, and London amounts to over one million and a half. The number attending the classes varies greatly at the different places. At the weaker centres it is difficult to form a satisfactory class, but at the stronger ones a large proportion of the lecture-audience stay for the class, and a strong nucleus of students do the paper work and enter for the final examination. Experience has shewn that the interests of the general audience can be combined with the needs of the students when the local organisation is good and the full University Extension system is properly carried out.

## CHAPTER VIII

### THE SITUATION TO-DAY

**W**E are now in a position to look back on the work of University Extension in England during the past fifty years, with some outline in our minds of the forms it has taken, and in a concluding chapter are now to consider where the work and the problem with which it deals stands at the present time.

We claimed that the survey when made, though necessarily excluding much minute detail, would prove that the work deserves the name of being a great and living enterprise to extend University teaching, so far as conditions make it possible, to multitudes of men and women who dwell in places where no University exists.

We claimed also that it would show the enterprise to have succeeded in accomplishing the beginning of its work.

If the reader will make reference, after going through our survey, to the appendices which follow and which give the statistics that indicate the bones and framework of the enterprise, we think he will acknowledge there is no weak spirit or purpose behind it, and also that the spirit and purpose are the same as the spirit and purpose of Universities themselves.

When Dr Bellamy said in the Oxford Conference of 1887, and as one occupying the position of Vice-Chancellor, that the business of those who lived in a

University was 'not to spread learning but to make learning,' he did not mean that the learning which Universities make did not need to be spread, or that Universities have no interest or responsibility in the spreading of it. What he meant was that they had not financial means for such work on a large scale; that in point of fact they needed tenfold more money than they had got, for the purposes of supplying within Universities themselves the appliances necessary in every branch of learning to bring its students up to the requirements of learning which is 'daily extending the field of knowledge.' He meant and said that for obtaining the funds to extend University learning beyond the Universities and for spreading it in different towns it was necessary for Universities to look to others outside. But he also said that Universities had an interest in making 'the best-filled and best-cultivated brains' and in sending them out as 'a kind of missionaries' through the country. Some of his words are worth recalling at length in this connection, to indicate the unity of spirit and purpose between those who remain working within the walls and those who go out to extend the fruits of their work to the regions beyond. He said in this same speech:

The good work they may do is very great, and wherever they go they carry upon their foreheads the name of the University they represent. I suppose that to a great many of those persons with whom they come in contact in the way of instruction and lectures, it is the only opportunity afforded of knowing anything whatever of what Oxford means and what is meant by the powers and refinement of an Oxford education; in fact it is through them only that they can possibly know what an Oxford scholar is, and what he is able to do.

I am sure in the hands of those persons we send through the country—although to me many of them are known only by name—the reputation and credit of the University not only is in no danger of suffering, but on the contrary, as far as Oxford is known in their persons, I may say the more that is seen of us the more we are respected, and I cannot help thinking that is a great *advantage to the University*.

Speaking on behalf of Lecturers one may say truly that the spirit in this Vice-Chancellor's words and in the Lecturers themselves is one and the same spirit, and that if we transpose ourselves in place from Oxford to Cambridge (or any other University), and in time from 1887 to 1923, we shall find and gladly acknowledge that those who go forth to do the work of extending learning do not feel out of touch with those who remain in the Universities to continue the work of making learning; but find, and conspicuously so in the case of him who fills the Vice-Chancellor's seat, in this Fiftieth Year of the work, in the University of Cambridge, the same friendly confidence and trust and willingness to second their endeavours, as was shown by the Vice-Chancellor of Oxford thirty-six years ago.

We are then, confronted, in 1923 with the task of carrying the enterprise of University Extension forward in the same spirit in which it began, but with half a century of experience from which to learn; and with many fine examples to encourage us not to lose patience, not to slacken effort, and above all not to diminish faith and hope in the worth of those labours that are waiting for us to carry on and extend.

While it remains fairly clear that, in the more restricted sense in which the term University Ex-

tension has come to be understood, its work in the immediate future will be to push forward on the lines of Lectures and of Tutorial Classes at present in use, it must not be forgotten that Extension has been going on and will still go on in other directions also, some perhaps quite new. Just as the earlier lecturing work bore fruit in the foundation of new Colleges and new Universities, so it is likely that this kind of Extension is not yet completed. But, then, before long new questions will begin to be raised, similar in kind to the questions which vex another great institution in the matter of the issue between great and little bishoprics. The question will be how far is it wise to multiply Universities beyond a certain point? Where shall the line be drawn between the University and the University College? What shall the relation be between them?

Extension, again, has been going on in Universities by the taking into their field of work new subjects, to be investigated by new Faculties. Medicine, Agriculture, Engineering, Economics, English, Natural Science, Forestry, are only some of the directions in which the advance of knowledge in recent years has induced Universities to extend their efforts and their equipments for learning. Is there any reason to suppose that these new boundaries contain all the territory with which Universities will concern themselves? The line between technical Schools and Colleges, and Universities is not so determinate as to show no sign of further change.

Again, within our half-century period, Universities in England with one exception have been extended so as to include both sexes instead of only

one; and, even in the case of the exception, the walls of Jericho, though standing, are not undisturbed. It may be worth recalling that in 1897 Bishop Percival, one year after Oxford had rejected proposals for giving degrees to women, and one day after Cambridge took a similar step by 1713 votes against 622, wrote a long letter to *The Times*, dated May 22nd, recommending that the best way of extending University privileges to women, after the refusal of degrees at Oxford and Cambridge, would be to establish a Victoria Women's University in that Diamond Jubilee Year; and that it might be accomplished in its initial stage then and there if the authorities of the Royal Holloway College for Women could be induced to apply for a Charter constituting the University, with their institution as the first constituent College.

The suggestion met with such weighty adverse criticism as to prevent its acceptance, more particularly from Miss Agnes C. Maitland, Principal of Somerville, who urged:

We have not yet the material for a Women's Teaching University of the high standard at which we should like to aim. Money is wanted for women's education, but it is for fellowships to enable them to continue their studies—or some other form of endowment of research—better buildings, better libraries and so forth. The number of women really fitted to take up the highest studies will never, I think, be very large—but of these a large proportion thirst to go on with their work, but are unable to do so for want of means. . . . I should very much dread, at present, the founding of a University for women only, though fifty or a hundred years hence we may be ready for it, if your millionaire will help us with endowment now.

Miss Maitland urged that in America, where the experiment had been freely tried, the results had shown her fears to be well-grounded. The situation is tending, however, to improve by the harvests of twenty-five years of women's education in the Colleges since 1897; and there are more data for conclusions since women have been admitted to the same examinations as men and to titular Degrees (though without membership of the University) at Cambridge; and to degrees and membership at Oxford, since 1920, as well as to examinations.

But if the need for University Extension, in the sense in which this survey contemplates the subject, is still a matter of question, either to those who are resident in Universities or to others concerned with the means of access to knowledge by men and women in general, the following considerations are worth their attention.

In 1919, under the aegis of the Ministry of Reconstruction a Committee of representative men with wide and varied experience of the field of education, and with the Master of Balliol as their Chairman, presented to Parliament their Final Report on Adult Education. It is a document of above 400 pages, dealing with the matter in so exhaustive a way that it cannot be ignored. In § 67 of chapter v the Report reads as follows:

The reality of the desire for higher education among large numbers of men and women, the methods by which that desire may be met, and the possibility of fruitful co-operation between them and the Universities have been proved abundantly by the experience of the last ten years. It remains to reap the fruits of what has been already accomplished. There must be a systematic survey of the whole field, a careful



examination of the difficulties, and a generous expenditure of the thought and the financial resources by which alone those difficulties can be overcome. There is a time for cautious experiment and a time for bold and far-sighted action. Universities have done valuable work for adult education, with the expenditure upon it of only a small fraction of their existing resources, and without, in most cases, giving any special consideration to the equipment which would be necessary for the purpose. They must now consider their organisation and resources in the light of the provision which it will be necessary in the future to make for adult education.

There is the truth from the mouth of one band of witnesses. But now let us call another. In the year 1922—only last year—was also published and presented to Parliament the Report of the Royal Commission on Oxford and Cambridge Universities, which, after holding sixty-six meetings and examining ninety-three witnesses and studying a large number of written memoranda submitted to them at their own invitation, drew up their report of 256 pages and included therein ten pages dealing entirely with the subject of University education beyond the walls of the Universities themselves. After summarising the work of Extension Lectures, Tutorial Classes, of the Summer Meetings and the Summer Schools, the Commissioners go on to say in § 148 of their Report:

We are satisfied that the extra-mural work of Oxford and Cambridge Universities has been conducted, speaking generally, on thoroughly satisfactory lines, and we desire to emphasise the fact, already referred to in part A of our report, that those two Universities can claim the honour of being the first to adopt the system of Tutorial Classes and Extension Lectures respectively. The success already achieved under both heads of work has been due in large measure to the devoted services of individual teachers in or under the two

Universities, and to the facilities readily afforded by the University authorities. Nevertheless, we think the time has come for the Universities to take a new view of the relative importance of their extra-mural work and of their other activities. We agree with the Adult Education Committee and the Royal Commissions on University Education in London and Wales that the extra-mural activities of Universities suffer to some extent from the fact that they are regarded generally as a 'side-show,' or an appendage rather than as part of the normal and necessary work of a University. It was probably inevitable that, at the start, extra-mural classes and lectures should be regarded as an abnormal extension of University services; but the future success of extra-mural instruction depends, in our opinion, on its definite acceptance in all Universities as an established and essential part of the *normal work* of a University. This change of view should have far-reaching results. . . . The great mass of the people must mainly depend for University education on extra-mural instruction. The Universities are peculiarly qualified to develop this work, and we are confident that the authorities of Oxford and Cambridge will desire to see that it is conducted on such a scale and in such a way as to satisfy the demand for education as far as possible. . . . It only remains to take action with a view to securing for the work improved status in the Universities, effective machinery for the work of expansion, ample funds, and an increasing supply of highly qualified and enthusiastic teachers.

The Commissioners follow up these suggestions by recommending to Parliament that a special inclusive grant of £6000 a year each be paid to Oxford and Cambridge Universities to enable them both to develop their extra-mural work and to assist in providing financial support for adult students on lines recommended elsewhere in the course of the Report. It is to be noted that the Marquess of Bath, has, in moving the second reading of the Universities of Oxford and Cambridge Bill, already stated in Parlia-

ment during the present year that it is the intention of the Government to act upon this recommendation when opportunity occurs, though he feared there might be some doubt whether the full amount recommended could be maintained.

But if there is in these two Reports convincing evidence that there is need for the University Extension movement to be still further strengthened and developed in the immediate future, such evidence is corroborated and made more convincing still by demands which come from quite a different quarter and which show unmistakably that Universities have an opportunity for extending their work and their influence in directions in which they often in time past professed, through their eminent leaders, a readiness to go, if they saw signs of their teaching being desired.

On October 16th, 1920, a Conference representative of National Trade Unions was held in London, at which was appointed a Committee of 'Enquiry on Educational Facilities for Trade Unionists.'

The Chairman of this Committee, Mr Arthur Pugh, was one of those who addressed the Conference and in doing so he pointed out that trade unionists now numbered in the aggregate about eight million members. He stated further in the course of his address that, 'To ask them to avail themselves of the ordinary educational facilities provided by Universities and Educational Authorities is equally impracticable as asking them to undertake the total cost of providing educational facilities for their members.' They therefore meant to claim, he said, grant aid towards the cost of tuition, in co-operation with other working-class organisations, but on such sound educational principles as would

justify the claim. He indicated what these principles were in the following terms. He said:

They desired to build up their own educational movement, work out their own salvation in the world of thought as they were endeavouring to do in the world of action, while at the same time willing and desirous of enlisting the co-operation of the best minds and best educational institutions in the task.

The Report of this Committee from which the above words are taken is one of the best written documents ever compiled for the purpose of stating the educational aims and aspirations of a large class of people; and it would be difficult to overrate its value to those concerned in University teaching, as showing them in what direction to look if they would see where their present duties and opportunities lie. We give, for instance, the following statement of subjects on which the Committee set out their desire for opportunities of learning, and which is thus introduced:

#### DIVERSITY OF SUBJECTS OF STUDY

The subjects of study desired by trade union members cover the whole field of social science and many other subjects which are not usually included in this category, such as literature, music, and art. Usually working-class students begin by requesting facilities for the study of trade-union history, industrial history, problems of industrial control and economics. These however cover only a small part of the wide range of subjects now being studied by trade-union students. The following list of actual subjects studied, although far from complete, illustrates the diversified interests of trade-union students.

Trade Union History and  
Problems.

Co-operative History and  
Problems.

Industrial History.

Political History.

History of Social Movements.

Problems of Reconstruction.

Industrial Administration.	Social Psychology.
Local Government.	Sociology.
Economic Theory.	Philosophy.
Political Theory.	Literature.
International Problems.	Music.
Psychology.	Art.
Biology.	

The Report further states:

A rapidly-increasing number of trade unionists attend educational lectures on subjects of interest to trade unions and the working-class movement generally, but only a percentage of these are prepared to undertake serious study. Amongst those who do, the time which they are willing to devote to study varies from a few hours' reading at home, or attendance at study circles, to attendance at Three Year Courses in Tutorial Classes, or residence for a period of years at the Labour College (London) or Ruskin College (Oxford).

But it is in the section of the Report which deals with FINANCIAL PROBLEMS that we find points of view indicated which are of special interest to those engaged in University Extension work, and to those in whose hands the shaping of its future policy will lie. For here we find two lines of thought which prove that trade unionists are by no means all committed to one line of educational policy, and that a line hostile to Universities altogether. In a speech made at the time when the W.E.A. was founded at Oxford, which has already been referred to in an earlier chapter, we saw that Mr Mactavish, its present Secretary, spoke in a spirit which indicated both a strong desire for help from the Universities and yet at the same time some suspicion as to whether the University of Oxford at any rate would meet the Workers' Educational Association in a spirit of fair-

ness. He seemed to think Oxford had in the past regarded those who were represented by W.E.A. as persons on whom only one kind of economic history and theory should be imposed, and at the same time he seemed to ask that in the future the University should allow the workers to indicate the kind of theory and the kind of interpretation of history which they wanted the University to give them. Oxford to him, with its great machine of education, still had something of the look of the Trojan horse, and, while he wanted Oxford's gifts, he remained still suspicious, and half-inclined to say with Laocoon

equo ne credite, Teucri;  
quidquid id est, timeo Danaos et dona ferentes.

It was no doubt very natural. But it seemed to overlook the fact that the true point of view will be that neither traditionalists of one past or present social system, nor partisans of a new one, should wish to impose their views on the other or prescribe what either shall teach or learn, but that in University teaching and learning the only rivalry is who shall first discover and most lucidly state the truth. Fellowship in inquiring, fellowship in learning, fellowship in imparting and diffusing the truth, whatever it is—that is the University spirit, and the spirit that needs to be extended, as well as the positive conclusions and discoveries at which combined research and study may arrive.

Now in this section of the Trade Union Committee's Report the same divergence of view reappears. They say on p. 10:

Costs of tuition provided in W.E.A. Tutorial Classes and in many of its one-year classes are paid from grants received

from the Board of Education, universities, local education authorities; and fees, varying from 2s. 6d. to 5s. per session, are paid by the students. W.E.A. Tutorial Class Summer Schools also receive grants from the Board of Education and universities. Students, unless they receive scholarships, pay costs of maintenance and travelling expenses.

Classes organised by the Plebs League receive no grant aid: the League refuses to accept grants from public funds.

No public funds are available for the provision of study circles, courses of lectures, single lectures, correspondence tuition, week-end schools, special summer schools and organisation. The latter item specially involves considerable expenditure, including as it does wages of organising secretaries and typists, travelling expenses, postage, bills, leaflets, literature, rent, rates, lighting, heating, etc.

The problem of providing for this large and varied need is still further complicated by the fact that a considerable number of trade union students approve the principle of independent working-class education. They are opposed to using the services of teachers approved and paid by universities and local education authorities. This policy not only imposes on trade unions financial responsibility for the total cost of tuition, but also limits the area of selection for teachers. On the other hand a larger number hold that, so long as the class is regarded as a self-governing body, having the right to select its own subject, the determining voice in the selection of its tutor, and that the organisation under whose auspices the class has been organised stands for the principle of control, *i.e.* the right of the working class to control its own system of adult education—there should be no objection to using the services of university graduates selected by the students themselves. . . . Neither governments, universities, nor local authorities ought to interfere with the social outlook of the classes, the books or authorities consulted, or the opinions held by the students. . . . But to establish as a principle that trade union funds can only be used in assisting to provide education, independent of universities and local authorities, would either impose a strain on the financial resources of

trade unions which they would find it impossible to bear or prevent trade unions from providing education for other than a comparatively small number of their members.

That the ideas of this Committee of Trade Unions as regards payment of Lecturers and Tutors are not illiberal is shown by their recommendation of salaries to be paid.

That they also appreciate some of the same difficulties which have beset the University Extension movement in connection with retaining their best Lecturers is proved by the following concluding sentences of this section on the position of Tutors in adult working-class education. They follow a passage deprecating any reduction of the pre-war Oxford figure of remuneration to the Tutor of a class for twenty-four lectures (*viz.* £80), and say:

The effect of this (reduction) will be, as the effect even of the present standards has been to a considerable extent in the past, to drive out of the working-class educational movement precisely those tutors whose experience and qualifications are most necessary to it at the present stage of development. Full-time tutors of experience, we believe, should be assured of a fixed salary of not less than £500. The movement cannot afford the constant strain upon its teaching resources which has taken place in the past, as one after another of its best tutors has been compelled to leave it by the inadequacy and uncertainty of the remuneration at present afforded.

Truly the organisers of University Extension work might reply to this Committee—A fellow-feeling makes us wondrous kind!

The object of thus bringing clearly into view the ideas of the trades union educational leaders is, as I said, to show from that side as well as from the side of the Universities Commissioners and of the Adult



Education Committee, what great openings there are for the Universities to go on extending their work while there is time; and when, on the lips of those very classes who have been in the past the most excluded from University teaching, there is this desire and need for it expressed; and yet this pathetic anxiety lest those who come from the Universities might, unless carefully scrutinised, turn out to be like the dangerous emissaries who were the undoing at last of Troy.

It should not be beyond the will or the power of Oxford and Cambridge in this fiftieth year to disabuse the labour mind of that most lamentable and sad distrust; and to send out their sons to serve the old cause of truth and learning, with such sincerity of public spirit that not even suspicion or prejudice can gainsay their motive or their work.

What now is left to do after taking this brief survey and making these reflections on the facts presented, is to look to the future and invite the friends of education to consider what fresh experiments can be conceived and also what further developments should be encouraged from those tried and tested methods already in use, which have in half a century brought the enterprise to the measure of success it has achieved.

In regard to fresh experiments there are a few that may be mentioned from that great field of new experience in the United States, whence the Extension movement has already transplanted the seed that has grown into the Summer Meetings and Schools.

The writer has had the advantage of studying five volumes of the *Proceedings* of the National University Extension Association of America, beginning with the First National University Extension Conference held at Madison, Wisconsin, in March, 1915. It is necessary to say that the mere size and scale of operations and territory in that country is so different to what we have to deal with in England that the greatest caution is expedient in drawing inferences and applying conclusions from the work in America to that in our own country. Qualifications and allowances for this difference must be often borne in mind. Nevertheless there are some developments of Extension work in America in which it seems possible to find the hint or clue for new lines of advance in our own work at home. Of these the three following examples are chosen.

## I

EDUCATION OF PUBLIC OPINION IN  
FAVOUR OF STATE AID BY GRANTS  
FOR EXTENSION WORK

This is a point at which the recommendations of the last Royal Commission on this matter find very strong support from the experience of the United States. In America the idea that Extension work is a normal part of the University's activity, is signified by the fact that the 'Extension Division' is the usual nomenclature for what corresponds to our Syndicate for Local Lectures at Cambridge. At the 1915 Conference at Madison, Wisconsin, Mr Charles R. Van Hise, President of the University,

in his opening address on 'The University Extension Function in the Modern University,' said:

It should be realised at the outset that effectively carrying out knowledge to the people will prove to be expensive. For the work definite funds must be available, precisely as for the other colleges and divisions of a university. We may confidently predict that extension work will be sympathised with by state legislatures and will be one for which an appeal may be successfully made.

To illustrate and confirm this argument he then gave the following particulars of state grants for Extension work in Wisconsin. In 1905 \$20,000 a year for two years, which amount was increased every two years until in 1914-15 the amount given for Extension work had risen to \$266,110, and that without involving any curtailment to the appropriations for the other divisions of the University. To prove that Wisconsin was in no sense peculiar in this appropriation of state money to this work the President then gave the figures for twenty-five other Universities in the States, for the years 1913-14, of which the lowest and highest figures were

University of Wyoming	} \$1000 each,
„ Miami	
„ New Mexico	
Columbia University	\$104,000,

not including the fees which come from the Extension work, nor grants also made for Extension in agricultural instruction.

Another very interesting experiment made by the University of Minnesota is that which is known by the title of MINNESOTA'S UNIVERSITY WEEKS.

## II

## UNIVERSITY WEEKS

The account of this experiment is introduced thus in the Conference Report, p. 159:

There are two ways of conducting a school, a college, or a university. One way is to buy a site, erect buildings, hire a faculty, and invite the students to come. The other way is to pick up your faculty and go where the students are. The wisely managed institution does both of these things.

Likewise there are two ways in which the people who support a State University may find out what it is doing and what they are getting for their money. One way is to read the annual reports and the various bulletins of the institution, make occasional visits to the *campus*, and observe the kind of young people who are being graduated year after year.

The other way is to have selected members of the faculty and student body spend a week every year in each of a number of towns scattered over the State, meeting with the citizens, delivering popular and scientific lectures, putting on plays, giving concerts and having good fellowship.

This second plan constitutes the 'university weeks' which are probably Minnesota's unique contribution to the activities now embraced under the term 'extension.' The University of Minnesota has a habitation in the twin cities of Minneapolis and St. Paul. There it teaches the students who come to it prepared to devote four years or more to study. But it also has a wider field. The 'university weeks' are part of an extension service whose *campus* is the State itself.

What is a 'University Week'? The best answer is to tell concretely what happened last June. During the first two weeks of June, 1914, twenty-four Minnesota towns were each given a six-day program of popular lectures, scientific demonstrations, health talks, vocal and instrumental concerts, dramatic readings and plays. The plan was very much like that of a Chautauqua, with the emphasis placed, perhaps,

more on the educational than on the entertainment features. . . . Each town was required to contribute \$325 for the week's program, and also to supply the meeting-place and to take care of local arrangements, including local printing. For the \$325 the university supplied the attractions and paid their railroad and hotel expenses, furnished the advertising matter in the way of bills, posters and banners, as well as the tickets, and provided a Manager to look after the details and conduct the program. Of course it would not be possible to furnish so much for so little money were it not for the fact that members of the faculty and students donate their services. Even so the 'Weeks' do not pay their own way, but the university is glad to make up the deficit as a contribution to social welfare and community upbuilding. The table printed overleaf gives a typical week's program as presented to one Minnesota town during June, 1914.

The 'university weeks' in Minnesota did not spring full-fledged into being. The plan is one of growth and development and is still in process of evolution. The idea seems to have originated with Mr George E. Vincent in 1912, soon after he assumed to presidency of the University. About a dozen towns were visited the first year, and twenty-four the second and third years. Active preparations are now under way for the fourth series, to be held the first two weeks of June, 1915.

In the building of the programs much care must be exercised. On the one side there is the danger of attempting to cater to the most pronounced and superficial elements of public taste to the extent of making the programs purely entertainment. Pressure in this direction is brought to bear by the local management in order to swell the door receipts. But this influence, if yielded to, would destroy the University's only excuse for undertaking the enterprise, namely, the opportunity for educational service through the presentation of University ideals.

On the other hand it would be an equally grave mistake to make the programs uncompromisingly intellectual or of a severely academic type. The only results would be to drive

PROGRAM OF UNIVERSITY WEEK—NORTHERN CIRCUIT, PERHAM, MINN.  
JUNE 8-13, 1914

Hours	Monday, June 8	Tuesday, June 9	Wednesday, June 10	Thursday, June 11	Friday, June 12	Saturday, June 13
10-12 Visiting	The members of the Staff will be glad to meet the people of the town and surrounding country at this time to visit and to learn about the various interests of the community. No formal exercises will be given before noon					
12-1.30 or 2				Business Men's Luncheon. <i>Address:</i> 'Recent Changes in Municipal Government' or 'Reform of our State Governments.' Dr J. S. Young, University of Minnesota		Business Men's Luncheon. <i>Address:</i> 'The Municipality and its Public Utilities.' Mr C. W. Pfeiffer, University of Minnesota
3 to 3.50	'Wonderlands of America' (illustrated). Prof. E. N. Lehnerts, University of Minnesota	'The Education of the American Girl.' Miss Bess M. Rowe, University of Minnesota	'Pasteur and his Influence on Human Welfare.' Dr C. P. Sigerfoos, University of Minnesota	'The Message of Music' (a lecture illustrated with Victrola records). Mr W. H. Nolan	'The Pleasure and Profit of Bee Keeping.' Prof. Francis Jager, University of Minnesota	'Kindergarten Games and Folk Dancing.' Miss Edith D. Dixon, Winona State Normal School

3.50 to 4.10	'In Nature's By-Ways' (illustrated). Miss Florence Lillie	'Children's Musical Hour.' Miss Grace Chadbourne, Soprano. Miss Gertrude Reeves, Pianist	Music. Soloists from the Glee Club	Reading. 'Pauline Pavlovna.' Miss Luella Bender	Concert. Miss Kate Mork, Piano. Mrs Florence Winnor, Soprano	Reading. 'The Perfect Tribute' or 'The Other Fool.' Prof. J. L. Chesnut, University of Minnesota
4.10 to 5	Dramatic Reading. 'The Melting Pot.' Miss Harriet Hetland	'The Healthy Man and the Community.' Dr R. O. Beard, University of Minnesota	'Education for Industrial Efficiency.' Prof. R. W. Thatcher, University of Minnesota	'Efficient Education' or 'Community Team Play.' Dr J. S. Young, University of Minnesota	'Planning the House' (illustrated). Prof. F. M. Mann, University of Minnesota	'The Evolution of Woman.' Mrs Virginia Blythe
8 to 10	'Conservation of Our Trees and Birds' (illustrated). John Davey, 'The Father of Tree Surgery'.	Concert. 'The Macphail Trio.' Wm Macphail, Violin. Gertrude Rivers, Piano. Grace Chadbourne, Soprano	Concert. University Glee Club and Soloists	Reading. Miss Bender. Lecture on the Gyroscope, with apparatus. A Scientific Demonstration. Dr B. L. Newkirk, University of Minnesota	Music. Debate: 'Resolved, that the voters of Min- nesota at the next election should adopt the con- stitutional amend- ment providing for the Initiative and Referendum.' R. F. Sirenson, Fred Tryon, W. W. Butler, Frank Morse	The Masquers presenting 'The Professor's Love Story'

the audience away, to confirm many people in the belief that faculty members are impractical theorists, and to make it more difficult to secure a hearing there again. The middle course must be steered. Vaudeville must be avoided on the one hand and discussions of highly abstract and theoretical subjects on the other. Invaluable in this position is the University professor who can present literary, sociological or scientific subjects in a simple, straightforward and illuminating way, so as to hold and interest a heterogeneous audience and also win their respect and admiration.

Does it pay? Assuredly, in many ways. The University gains a better acquaintance with the communities which it serves—their social conditions, their needs and their aspirations. It does the professor good to get out of the classroom atmosphere and rub up against humanity as found in the small town. It gives him a better conception of the home environment out of which the students come to his classroom.

On the other hand, the community finds that the university professor is a man and a brother and not a highbrow or a fossil. Best of all, the community, usually absorbed in business, experiences a widening of the horizon and learns to think in terms larger than the local unit and to regard ideas without sole reference to money values. The usual result of a 'university week' to any town is the strengthening and the upbuilding of community co-operation.

### III

#### THE CO-ORDINATION OF EXTENSION WORK

By this is meant some means for closer and more frequent consultation between those who in the Universities carry out the organisation of Extension work. In the States, where one National University Extension Association holds regular meetings and appoints various committees, they are able to provide some assistances for the work that Lecturers in Eng-



land have to provide individually, and also to deal with some of the makers of apparatus and with publishers, on a more advantageous footing than a single Lecturer or even a single University can deal. A leading example will be found in the Report of the Committee on Visual Instruction, which embodies the result of much consultation concerning the supply both of lantern slides and films, to be put at the disposal of Lecturers attached to the different Universities, being members of the National Association.

There are things to be learnt about the extra-mural service of University libraries also, from the Association's Report of Proceedings for 1920-21. Perhaps the following sentence will indicate something of what is meant:

Transcripts of articles in magazines or passages in books are made at the University Library at the expense of the inquirer. The Library has facilities for copying, by the photostat, at a moderate cost, articles in journals, passages in books, maps, charts, etc. It is possible to do a limited amount of work of this sort for persons not connected with the University. A schedule of prices will be furnished on application. By making photographic copies, it is frequently possible to avoid the necessity for the interlibrary loans.

#### DEVELOPMENTS OF EXISTING METHODS

It may be worth while once again to recall attention to two points often observed in the experience of the past fifty years, where some further development from small beginnings is required.

*First, the more assured status of Lecturers of proved capacity.* When Balliol College appointed Mr Hudson Shaw to a Fellowship in the College, it looked like a beginning of new opportunities. But it has

had practically no development. Yet is it not conceivable that much might be gained by some fellowships being held on a tenure of work alternating for given periods between intramural and extramural work? Would there not be gains to the College, to the Common Room, to the Fellows themselves as well as to the Local Centres by such interchanges of experience, of contact with students under different conditions; of the broader experience of work now within the University and then out in the cities and towns of the world?

Another weakness of Extension work, often commented on, is its need for more opportunities of intensive study, in other words more possibilities for students who show unusual promise to obtain the advantages of residence. From this point of view the Summer Meetings and Summer Schools are beginnings; as the Certificate which may, in a few cases, enable an Extension student to matriculate and reside two years instead of three for his degree, is a beginning. But within the Summer Meeting and within the Summer School there seems to be room for the Colleges to do more in providing opportunities for residence in this or that College, on the lines that were first shown to be possible and acceptable at Selwyn and Newnham Colleges. It ought not to involve expense in money to the College. The students coming up ought to pay, or to be paid for by scholarships from their centres, but it would strengthen and extend the attraction of the Meetings and Schools if more was made of the element of residence.

Another direction in which University Extension is awaiting development is the direction of closer

co-operation on the part of other institutions beyond the Universities. Already this is begun in some fields where there is the realisation of ignorance in one place and knowledge in another, and the great advantage likely to follow from bringing the two places into contact.

Both in America and in England the beginnings have been made of bringing Universities and Agriculture into contact, and Agriculture as well as Universities are benefiting thereby. The same is true of Engineering, and a few other spheres where it is being discovered that seats of ignorance and seats of learning are meant to be connected, not kept apart from one another.

In no direction is there more hope or need than in the direction of re-establishing on a new basis a connection between the Theological, Historical and Philosophical Faculties in our Universities, and the widespread organisations of Religion in the country at large. It is largely a question of choosing the right units to initiate and manage the new lines of communication. In the Universities there is no difficulty. The Syndicate, the Delegacy, the Board for Extension Studies, is there. The Faculties of Theology, of History, of Philosophy, of Literature, are at hand to help them find Lecturers and Tutors. But in the towns and cities and villages, to find the right units through which to make application is a matter of vital importance and needs very wise consideration.

The buildings are there, churches and chapels want filling, and people are ready to fill them not only to worship but also to learn. It is no desecration,

it is a new consecration of such buildings if people will go there to search the Scriptures of the past under the guidance of Masters of Assemblies in the Present, who will, in their own fields of study, come with the same testimony of fitness given by their University, that the Masters of Science bring when they come to lecture on agricultural chemistry, or Masters of Medicine on medicine.

The same holds true of Tutorial Classes. There is a latent longing for knowledge among people interested in religion. What they want is to find channels through which they may have a reasonable hope that it is knowledge which is flowing to them and not something else.

To find the unit in the country at large for opening the channels at the other end from that of the University, is almost the only thing remaining to be done. The parish is too small. The diocese is too large. Somewhere between these two will be discovered the committee, the local centre which will say to the University: Can you extend as far as the place from which we speak or write? Can you send a Lecturer, a Tutor, who will irrigate this thirsty soil, and bring us the knowledge we want to have to refresh our minds and give us power to work and grow?

When that unit is discovered and that channel is opened there will be, in the coming fifty years, a great increase of University Extension, some from the more newly opened waters in the younger Universities of London, Durham, Manchester, Liverpool, Leeds, Birmingham, Sheffield, Bristol; but much also from the unfailing abundance of that fountain

that takes for its arms the open book with DOMINUS ILLUMINATIO MEA inscribed upon it; and from that original sister spring whose arms are the same Book resting upon the Cross with the four Lions; and whose Press displays ALMA MATER CANTABRIGIA; with the legend, HINC LVCEM ET POCVLA SACRA.



# A CHRONOLOGICAL TABLE OF EVENTS IN FIFTY YEARS

1873-1923

## CHIEFLY OF THE WORK UNDER THE CAMBRIDGE SYNDICATE FOR LOCAL LECTURES

- 1873 University of Cambridge takes action on Report of its Syndicate concerning various Memorials asking for Lectures in provincial towns. Three Courses of Lectures begun in October at Nottingham, Derby and Leicester, by three Fellows of Trinity College, namely, the Rev. V. H. Stanton, T. O. Harding and E. B. Birks. Mr James Stuart first Secretary for Lectures.
- 1874 Full report of work in Michaelmas term drawn up by Rev. W. Moore Ede, one of the Cambridge Lecturers. New lecture circuits formed in the West Riding of Yorkshire and at Liverpool. An effort in Pottery district found to be premature.
- 1875 A circuit formed at York and also Sheffield, with large attendance and systematic organisation; lectures by two of the Cambridge lecturers from Nottingham circuit. Many other places in the north of England apply to the Syndicate for lectures. Circuits also formed in South Wales and west of England, but hampered by bad trade. Mason College, Birmingham, founded. The Rev. G. F. Browne succeeds Mr Stuart as Secretary for Lectures.
- 1876 London University Extension Society founded, in fulfilment of a resolution, moved by Mr Goschen at Mansion House meeting held the previous year, to the effect 'That the principle of the Cambridge University Extension Scheme be applied to London, and that the various Educational Institutions of the Metropolis be

## CHRONOLOGICAL TABLE OF EVENTS 119

- requested to co-operate in an endeavour so to apply it.' Lecture Centre formed at Hull. University College at Bristol founded.
- 1877 Foundation stone of University College, Nottingham, laid September 27th. Yorkshire College of Science at Leeds founds Chairs in Literature and History, and enables Cambridge University Extension work to be withdrawn. Cambridge Syndicate receives application from the Educational Department of the Crystal Palace, where students numbered nearly 600. Oxford University Commission receives evidence from Mr Jowett, of Balliol, that a 'considerable movement for secondary adult education is going on in the large towns' and a recommendation 'that the Universities should take a little pains about it,' and that 'an office be opened at Oxford with a Secretary paid by the University, and that non-resident Fellowships be capable of extension in the case of persons lecturing or holding professorships in the large towns.'
- 1878 Oxford appoints an Extension Delegacy with Mr Arthur Acland as its first Secretary. Mr G. W. Prothero lectures for Cambridge at Bishop's Stortford. Cambridge Syndicate for Local Examinations and Syndicate for Local Lectures fused into one, with Rev. G. F. Browne, Secretary, and Rev. W. Cunningham, M.A., Assistant Secretary. University College, Liverpool, founded.
- 1879 March 28th, a Report on the Affiliation of Local Colleges issued, and sanctioned by the Senate at Cambridge on May 15th. First list of students (13) gaining the Vice-Chancellor's Certificate. Firth College at Sheffield opened. Oxford and Durham, as well as London, have lecturers sent out. Four Centres begun in Northumberland by Cambridge, but Cambridge no longer alone in the work.
- 1880 Students' Associations begin to be formed, rules of the Nottingham Centre printed in Cambridge Calendar for

1881. Syndicate revise conditions of examinations and replace first and second class by mark of distinction: reasons given in next year's Report.
- 1881 Statute for the Affiliation of Local Colleges laid before Parliament and becomes law. Mr R. D. Roberts appointed Assistant Secretary for Local Lectures. The new University College at Nottingham completed, and lectures under the Cambridge Syndicate not required. Scarborough Centre completes its second session.
- 1882 Experiment at York in forming a committee of artisans to arrange for afternoon Lecture on Political Economy to be repeated in evening at cheaper rate, viz. 1s. 6d. per ticket: proved successful.
- 1883 Miners' Committee in Northumberland make strong endeavour to get their Trade Union to alter their rules and make grant from their fund to support Extension Lectures: their effort unsuccessful. £150 subscribed in Cambridge to help Miners' Committee.  
A conference on the work of the movement was held this year and recommended (1) collections of capital sum in towns, sufficient to endow one course per annum, say £700 to £1000; (2) formation of District Associations—this led to formation of North Midland Association, with Nottingham as nucleus, and Northumberland Mining Centres Association.
- 1884 First germ of Summer Schools at Cambridge from suggestion of two miners on a visit there. Students' Associations in the North, starting first at Backworth, a mining village.
- 1885 Mr R. G. Moulton's pamphlet on The University Extension Movement, with Introduction by Professor James Stuart, published at Derby (Bemrose). Mr Michael Sadler appointed Secretary to the Oxford Extension Delegacy. The system of short courses (of six lectures) adopted there for benefit of poorer centres: cf. Bishop G. F. Browne's opinion thereon in *Recollections of a Bishop* (1915), p. 128. Travelling libraries



## CHRONOLOGICAL TABLE OF EVENTS 121

also instituted this year by Oxford. Four students from Northumberland, with scholarships of £10, spend month of August in Cambridge, studying Physiology and Geology.

University Extension in agricultural studies begins in America in the University of Wisconsin.

- 1886 Statute of the University of Cambridge giving power to the University to affiliate any Local Centre on certain conditions, approved by Queen in Council: this enabled students from such centres to have one year's residence for a degree remitted on certain terms. First centres affiliated to Cambridge were Hull, Scarborough, Newcastle-on-Tyne, Sunderland, Derby, Exeter, Plymouth.
- 1887 Conference of Representatives of Local Committees held at Oxford, April 20th and 21st. Seventy-nine centres represented. Committee formed to collect endowment fund for 'University Extension Fellowships.' Rev. W. Hudson Shaw nominated as the first Endowed Lecturer by the Oxford Delegacy (cf. Report published by the Clarendon Press, 1887). Extension Conference also at Cambridge (cf. Report).
- 1888 First Summer Meeting on large scale held at Oxford, result of suggestions by Dr J. B. Paton, who had been visiting Chautauqua in state of New York, and Mr Rowley, at a meeting in Dr Percival's house at Rugby. About 900 attended the Oxford Meeting. South-Eastern Counties' Association for the Extension of University Teaching formed and a similar one to include Northumberland, Durham and North Yorkshire (cf. Cambridge Report). Cambridge records nine new Centres.
- 1889 Gilchrist Trustees give grants in aid of Extension Courses in London and Lancashire. The Guildford Centre extends work to villages near by subsidiary lectures from one of its own students. Cambridge Secretary reports well on this effort.

- 1890 Local Taxation Act passed. Recommendations as to use of State grants through Extension authorities, made by Messrs H. J. Mackinder and M. E. Sadler in their *University Extension: Has it a Future?* (1890) and in the Cambridge Secretary's book of the following year. Long Vacation Course for Students at Cambridge; forty present. Lecturers' Union formed for Cambridge Lecturers.
- 1891 Cambridge Syndicate report increase of demand for lectures as result of state grants allotted to County Councils. Devon County Council voted £1500 for support of courses in county of Devon. Mr Arthur Berry appointed principal Secretary for Lectures in place of Rev. G. F. Browne. Mr R. D. Roberts appointed Secretary to London Society for University Extension. Long Vacation Course at Cambridge for fifty students.
- 1892 Conference at Oxford on relations between Universities and County Councils. Owing to County Council grants 139 new centres formed under Cambridge Syndicate, but many of these in villages and small towns and with no promise of permanent work. University Extension College, Reading, founded as a result of Oxford Lectures there.
- 1893 Exeter University Extension and Technical College established as result of Cambridge Extension work there. Certificates of Syndicate recognised by Board of Education. Two affiliated students matriculate at Cambridge. First large Summer Meeting at Cambridge, 650 students. Important inaugural address given by Professor Sir Richard Jebb on 'The Work of the Universities for the Nation, Past and Present.' County Council demands for lectures show some decline; their tendency too exclusively for technical subjects.
- 1894 Loss to Lecturers' staff by Mr R. G. Moulton going to take up appointment in America. Two affiliated

## CHRONOLOGICAL TABLE OF EVENTS 123

- students placed in Class I of Nat. Sci. and Modern Languages Tripos. Appointment of a woman as Lecturer by the Syndicate for the first time. An important congress of representatives of Extension work held in London, attended by more than 600 persons from English and foreign Universities: cf. full report issued by London University.
- 1895 Decline of County Council requests still continues. Local Secretaries' Union formed. Appointment of Superintendent Lecturers in certain districts and of Lecturing Fellowships recommended in Secretary's Report. Mr R. D. Roberts, formerly Assistant Secretary at Cambridge and then Secretary to London Society, now appointed Lectures Secretary to Cambridge Syndicate.
- 1896 Colchester College founded as result of Cambridge Extension work there. Mr J. A. R. Marriott succeeds Mr Sadler as Secretary to Oxford Delegacy for University Extension. New Sessional Certificates for two terms' work, on London plan, proved successful. Cambridge Summer Meeting of 467 students, 69 being foreigners.
- 1897 Question of Diploma considered. Lord President of the Council recommends grants in aid of University Extension Classes; but Treasury rejects it.
- 1898 TWENTY-FIFTH YEAR of Cambridge University Extension. Conference held on July 6th and 7th: confident tone of the Report. Number of Courses held was 103, as against 86 in previous year. Co-operative Societies show appreciation of the movement at Peterborough and Halstead.
- 1899 Number of Courses increased to 119. Book Union formed by joint action of Local Secretaries. Two medals given by Gilchrist Trustees to Extension students.
- 1900 Boer War has slight adverse effect on number of Courses. Cambridge has six less than in previous year. Gilchrist medal to Miss E. Rigby of Southport. Mr

J. H. Fisher of Portsmouth gains first Vice-Chancellor's Certificate in Honours under new regulations.

Syndicate invited to send exhibits of maps, charts, etc., to exhibition at Imperial Institute and to Paris. Cambridge Summer Meeting attended by 752 students. Inaugural Address given by Right Hon. A. J. Balfour in Senate House. A special course for teachers given by Mr Oldham on Geography in its Physical Aspects. A new feature of this year was the holding of Sectional Meetings.

1901 London on becoming a Teaching University withdraws from its twenty-year-old connection with Cambridge in Extension work. Mr Clayden, Principal of Exeter Extension College, made Superintendent Lecturer for that district. Mr Bernard Pares, one of the Cambridge Lecturers, gives important help in drawing up Regulations for Affiliation of Local Centres.

1902 Summer Meeting at Cambridge attended by 950 students. Subject: 'Life and Thought in Europe and America in the Nineteenth Century.' Mr M. E. Sadler opens a Conference on Education in the Senate House. Dr Mann superintends musical performances by foreign students, giving examples of their own national music.

The Rev. D. H. S. Cranage appointed Chief Secretary for Lectures, on Mr R. D. Roberts becoming Registrar of the new Board for University Extension of the University of London.

1903 THIRTY YEARS of the movement under Cambridge Syndicate shows in 1903 the holding of 109 Courses of Lectures in 96 Centres, consisting of 83 in History, Political Economy, Literature and Art, and 26 in Physics and Natural Science. The average number of persons attending the lectures was 12,626, decidedly the largest in the history of the movement so far recorded. A marked development among working-class centres, such as Cleator Moor (Cumberland) and South

## CHRONOLOGICAL TABLE OF EVENTS 125

Normanton (Derbyshire). An important Conference at Oxford after the Summer Meeting, on 'Higher Education for Working Men,' ending in formation of 'The Workers Educational Association,' on motion of Mr Albert Mansbridge.

Report of Cambridge Syndicate notes growth of classes doing paper work and of numbers entered for examinations, in comparison with recent years; but a less high average compared with earliest years of the movement. The Education Act of 1902 comes into force, giving more power to County Councils to subsidise Lectures in History, Literature and Art.

- 1904 Cambridge Summer Meeting held at Exeter on account of Cambridge being chosen as the meeting place of the British Association. Bishop G. F. Browne, of Bristol, late Secretary to Syndicate, gives Inaugural Address on 'Universities.' Number of students attending, 700. Subject of Meeting: 'The Age of Elizabeth.' Number of Courses of Lectures for year, 119. Centres, 102. Support from County Council Education Committees lukewarm.

- 1905 A new departure at Hull by arrangement of course on the History of Early Christian Thought by Dr A. E. Burn, with results much approved by the Syndicate. Professor M. E. Sadler, in his Report for Derbyshire County Council on educational conditions in their locality, recommends the Council to subsidise the University Extension movement to the amount of £250 a year for experimental period of three years.

Sheffield University obtains its Charter.

Cambridge Report refers with satisfaction to the increase of Extension work by the new Universities and Colleges, which thereby lessen the amount left to be done by older Universities. Liverpool especially active in this way.

At the Oxford Summer Meeting Mr James Stuart gave the inaugural address.

- 1906 Board of Education's new regulation about pupil teachers leads to some decline in number of teachers attending lectures. The Local Centres Union improves its organisation by dividing the country into seven districts. Its great value acknowledged by the Syndicate. Summer Meeting at Cambridge attended by 683 students. Inaugural address by Hon. Whitelaw Reid, American Ambassador, on 'The Rise of the United States of America and tendencies of its Development.' By invitation of the Union of Jewish Literary Societies the Syndicate arranged lectures on the History, Art and Scriptural Exegesis of the Jews. About forty Jewish students attended.

Three former Lecturers for the Syndicate were returned to Parliament, Mr James Stuart, Mr Harold Cox, and Mr C. F. G. Masterman. Mr Owen Seaman, another early Lecturer, becomes Editor of *Punch*<sup>1</sup>.

- 1907 A marked increase in number of weekly papers written by students. Work of exceptional merit in this way at Newcastle and Southport. Secretary reports that in past four years he had visited nearly every Cambridge centre.

Summer Meeting at Oxford. Summer School for Teachers at Cambridge. *University Extension Journal* discontinued, and the *University Extension Bulletin*, published jointly by Oxford, Cambridge and London, takes its place.

- 1908 Summer Meeting at Cambridge. Inaugural address by Dr Butler, Master of Trinity, on 'The Ideals of a

<sup>1</sup> 'The Lecturer (Mr O. Seaman) had made a great mark by his Lectures in the Darlington district, on modern English Poets, through a period of three years (1889-91). His careful analysis of style for the sake of his students, in the case of each poet, taught him—on the principle of Dr Thompson's quotation, *doce ut discas*—to write verse in the unmistakable style of each poet. Hence the well-earned fame of "O. S.," the editor of *Punch*.' From Bishop G. F. Browne's *Recollections of a Bishop*, p. 129.

## CHRONOLOGICAL TABLE OF EVENTS 127

University.' General Subject for Meeting: 'Ancient Greece.' Dr R. D. Roberts lectured on 'University Extension under the old and the new conditions.'

Cambridge Report for this year contains interesting analysis of statistics of the three last meetings in Cambridge. It shows that this year 119 Oxford Extension students visited Cambridge, chiefly W.E.A. members from Centres in Rochdale and Longton.

Mr Churton Collins died on September 15th.

- 1909 Tutorial Classes in connection with W.E.A. begun at three centres for the first time under Cambridge Syndicate, viz. Leicester, Portsmouth, Wellingborough; two on Economics, one on English Literature. Unusually large lecture audiences at Newcastle (608), Bideford (312), Launceston (325). Secretary for Cambridge remarks on great benefit of the meetings of District Secretaries.
- 1910 General Election in January, adverse effect on attendance. Summer Meeting held at York, following the Exeter precedent of 1904. Numbers attending did not fulfil expectations, but were 504. The Archbishop of York, a former Oxford Extension Lecturer, gave the inaugural address. The general subject was 'Medieval History and Archaeology, with special reference to Yorkshire.' The Local Centres Union request the Syndicate to consider holding future meetings for three weeks instead of four, beginning late in July.
- 1911 The Report of the Syndicate at Cambridge on results of Centres being affiliated confirms the expectation that not many students would be able to avail themselves of the opportunity of coming into residence for two years; but that several of the centres value the greater continuity of work promoted by affiliation. The Tutorial Class work makes excellent progress. The Secretary's Report refers to his opinion, confirmed by widespread evidence, that the 'many forms of educa-

tional activity in the large towns' hinder the Local Lectures having the same opportunity they had in the early days of the movement: and that in all classes there is 'a growing devotion to amusement' and 'a demand for entertainment rather than for teaching.' Dr R. D. Roberts died this year.

- 1912 The Gilchrist Trustees unable to renew grants to Affiliated Centres; this caused some reduction in number of courses at such centres. Plymouth Centre taken over by the Borough Council. The death of Dr R. D. Roberts, Registrar of London University Extension Board, formerly Assistant Secretary under Dr G. F. Browne to Cambridge Syndicate, and Secretary from 1895-1902, is a great loss to the movement as a whole. His book *Eighteen Years of University Extension* (Cambridge University Press, 1894), and his pamphlet, 'Twenty-five Years of University Extension,' 1898, drawn up for use of the Conference in that year at Cambridge, are both of first-rate importance. In the latter he especially accounts for periods of fluctuation in the work.

Cambridge also suffered the loss of Miss Hargood, Secretary of the Local Centres Union, and of the Reception Committee of several Summer Meetings.

The Summer Meeting this year was held for the first time in the new University Examination and Lecture Rooms: attended by 585 students. Subject: 'The British Empire.' The inaugural address was given by the Earl of Selborne. Several leading administrators from the Dominions and India also took part.

Mr John Lea appointed to succeed Dr Roberts as Registrar for University Extension Board, London.

A Congress of Universities of the Empire held in London in July, with one whole session devoted to Extension work. The only paper read was a joint one by Rev. D. H. S. Cranage, Secretary for Cambridge, and Mr J. A. R. Marriott, Secretary for the Oxford Delegation. Mr Mansbridge spoke on Tutorial Class work.



## CHRONOLOGICAL TABLE OF EVENTS 129

- 1913 Mr James Stuart, the pioneer of the whole movement in 1873, died on October 13th.

Work of Tutorial Classes under Cambridge Syndicate makes considerable advance. First Summer School at Cambridge for members of these classes held July 28th—August 9th, with lectures by Professor D. H. Macgregor, of Leeds. Cambridge Summer Course in Geography attended by 142 students.

Oxford Summer Meeting—subject, 'France'—attended by 1300 students. Dr Cranage gave lectures on Gothic Architecture in France.

Cambridge Secretary points out in Report that County Boroughs and County Councils are showing more disposition to give grants in aid of lectures, and that the Board of Education, by New Regulations for Technical Schools, allowing grants for courses of twelve lectures (and not only for twenty-four), had taken a step of considerable value to Extension work.

- 1914 **FIRST YEAR OF THE WAR.** The lecture courses from October, 1913, to April, 1914, not affected. Opening of the Summer Meeting at Cambridge on July 31st. The general subject was 'Some Aspects of Modern Life,' including Politics and Social Economics. Dr Holland Rose gave one lecture on 'The Causes of the War' and Sir William Lever (now Lord Leverhulme) one on 'Co-partnership.' The Bishop of Ely gave the first lecture in the Theological section. Sir Joseph Thomson, O.M., gave the inaugural address. Number attending, 561—of whom 162 were foreigners. The outbreak of war on August 4th not only cast a shadow over the whole Meeting, but caused great trouble for the large number of foreign students; men from Germany and Austria left immediately, but many ladies were delayed for weeks.

In the early months of the year Mr J. E. Phythian took a number of students to Florence on an educational tour, and Mr Kaines Smith took another group to Greece and Crete—a new mode of Extension work capable of development.

- 1915 SECOND YEAR OF THE WAR. Work at Extension Centres carried on with much difficulty: sixty-two courses of lectures as compared with eighty-two before the war. Hundreds of members unable to attend. Tutorial Classes depleted by members joining up for military service. Hartlepool and Scarborough Centres interfered with by bombardment, but Scarborough carried out the lectures and examination in Michaelmas term. All the younger lecturers and three of the Cambridge Tutorial Class tutors joined the Forces. Oxford Summer Meeting on 'The Genius of Ancient Greece and its influence upon the Modern World,' was held with diminished numbers. Most of lectures in Christ Church Hall, as the Examination Schools were requisitioned for a Military Hospital. Mr Philip Wicksteed, Lecturer on Dante and other subjects, given the Honorary Degree of D.Litt. by the University of Leeds.

Cambridge Secretary's Report quotes an interesting letter from German lady student, who had attended the Summer Meeting of 1914, published in *Cologne Gazette* and recording the great kindness shown to the German students after war broke out.

- 1916 THIRD YEAR OF THE WAR. Further difficulty and absorption of all classes in war-work causes further reduction of University Extension courses from sixty-two to forty-four. The average attendance per lecture showed some increase, viz. 139, as against 126. Weekly papers in the three years went down from 442 to 298 and to 155; and the students entering for examination from 235 to 162, and then to 111.

A Summer Meeting was held at Cambridge, but shortened to a fortnight; the subjects chosen were: (1) Russia and Poland; (2) The Economics of Land; (3) The Elements of Pain and Conflict in Human Life. The inaugural address was given by Lord Robert Cecil. Four Russian scholars came from Petrograd to assist the Syndicate. Professor Bernard Pares was unable to be present owing to his presence with the Russian Army as Official Correspondent of the British Government.

## CHRONOLOGICAL TABLE OF EVENTS 131

1917 **FOURTH YEAR OF THE WAR.** The strain on the public mind everywhere continues to check Extension work; but the diminution of lecture courses this year was only four. Students attending classes following lectures slightly increased, and Southport and Newcastle reported unusually large audiences at lectures. Exeter and Leicester for the first time in their history could not maintain a full course in Lent term.

An important Conference was held in Cambridge on May 18th and 19th of supporters of University Extension, to consider the laying of a scheme before the Minister of Education for placing Extension work, in both its branches of Lectures and Tutorial Classes, in a due position as part of a national system of education. This was done in view of the Minister announcing the Government's intention to pass a new education bill, embodying plans for Evening Continuation Schools. The subjects discussed were:

- I. Co-ordination of Local Lectures and the Tutorial Classes.
- II. Grants in aid of University Extension.
- III. University recognition of University Extension work.
- IV. Endowment of Lecturers.

A full Report was issued in the *University Extension Bulletin* for July.

Mr Harbottle, of Darlington, and Mr Alfred Holmes, of Newcastle-on-Tyne, received the Degree of Master of Arts, for eminent and long service in the cause of University Extension.

The Syndicate for Cambridge and the Delegacy for Oxford were invited to send a joint deputation to lay their views before the Minister of Education and other members of the Board on June 29th.

The Cambridge Secretary reported that a number of the Syndicate's Lecturers had been allowed by the War Office to give lectures to the troops in France in the

Christmas vacation, including Mr G. P. Bailey, Dr Markham Lee and Mr J. Travis Mills.

- 1918 **FIFTH YEAR OF THE WAR.** Armistice declared November 11th. No further decline in number of lecture courses, forty being the number in both 1917 and 1918. Three new centres opened. The President of Queens', the Rev. T. C. Fitzpatrick, Vice-Chancellor of Cambridge, paid an official visit to the centres at Newcastle-on-Tyne and Darlington and spoke at the first meetings of their session.

The Syndicate suffered great loss by the death of Dr Butler, Master of Trinity, one of their members who for more than a generation had showed great and faithful interest in the work of Extension. Both Oxford and Cambridge suffered also from their loss by the death of Miss Montgomery of Exeter on October 30th.

The new Education Bill was passed this year and included provisions likely to help the work of the movement in several new directions, if carried out. Mr J. A. R. Marriott, as M.P. for the City of Oxford and still Secretary to the Delegation at that time, was able to give valuable assistance to the passing of the measure in the Committee stage.

A Summer Meeting was held at Cambridge with 'The United States of America' for the main subject. Major-General Biddle, commanding the American Forces in Great Britain, gave the inaugural address in place of the Ambassador, Dr W. H. Page, who was prevented by illness. The number of students attending was 388. The Secretary reported a great extension of the lecturing work to troops abroad and at home, especially in munition centres, which had been placed under the direction of Mr A. J. Wyatt, as superintendent of the work of organising lectures.

- 1919 **FIRST YEAR AFTER CESSATION OF HOSTILITIES.** The turn of the tide shown by slight rise (two) in number of courses of lectures, forty-two instead of

## CHRONOLOGICAL TABLE OF EVENTS 133

forty. Memorial scholarship founded in honour of Miss Montgomery of Exeter; the first holder, Mr Reginald Northam, an affiliated student from that centre, matriculated at Queens' College, read for the Historical Tripos, and has been elected President of the Union (1923). A second student from Exeter matriculated at Selwyn College and read for the same Tripos. By the death of Dr T. J. Lawrence and Dr William Cunningham, who were both placed on the staff of Lecturers in 1874, University Extension lost two able and staunch supporters, who contributed special help in their own subjects, Dr Lawrence on International Relations and Dr Cunningham in lectures at Liverpool on Social Economics.

The University Extension Book Union decides to amalgamate with the Central Library for Students in London.

- 1920 Recovery of University Extension movement from effects of war definitely marked by increase of Local Centres in active work from thirty-seven to sixty-five, and of Courses of Lectures from forty-two to seventy-seven. Tutorial Classes also showed signs of new advance. Two classes were begun at Ipswich on English Literature and Economics. At Nuneaton, where a class was maintained during the war, a new class for miners was begun with the subject 'Industrial History.' A separate Report of this work is made to the Syndicate by the Tutorial Classes Committee consisting of six resident members of the Senate and six representatives of W.E.A.

A Summer Meeting (the sixteenth) was held from July 29th to August 18th, with 451 attending. The general subject was 'The History, Literature and Art of Spain.' The inaugural address was delivered by Señor Don Alfonso Merry del Val, Spanish Ambassador to the Court of St James's.

Mrs James Stuart, widow of the Right Hon. James Stuart, who was chiefly instrumental in founding the

Local Lectures in 1873, died this year, and bequeathed a sum of £5,000 for the work of the Cambridge Local Lectures Syndicate; which has decided to found one or more James Stuart Lectureships therewith.

Sir John Harbottle of Darlington died on the last day of the Meeting. He had been prominently associated with University Extension in the North for nearly forty years. The Minister for Education, the Right Hon. H. A. L. Fisher, in an address to the British Association at Cardiff, made an important reference to University Extension, stating that it 'had attracted more students than any other movement in adult education.'

The Secretary to the Syndicate (Dr Cranage) and Mr G. H. Pateman gave evidence before the Royal Commission on Oxford and Cambridge Universities with regard to the extra-mural teaching of the University and the Tutorial Classes.

The University Press publish *Cambridge Essays on Adult Education*, edited by Dr R. St John Parry, member of the Lectures Syndicate.

Mr J. A. R. Marriott, M.P., resigns the Secretaryship to the Oxford Delegacy, which he had held since 1895, and is succeeded by the Rev. F. E. Hutchinson, M.A. Dr P. H. Wicksteed resigns from his Staff-Lectureship. Dr R. G. Moulton, one of the earliest Cambridge Lecturers, retires from Chicago as Professor *emeritus* and settles in England.

- 1921 The recovery of full activity of University Extension work still more evident by the number of lecture courses rising from seventy-seven to ninety-two, the highest of any session since 1911. Attendance of classes also much increased, though weekly papers still below pre-war standard.

The County Councils and Borough Councils also show greater tendency to support the work. Tutorial Classes under Cambridge rise from six to ten in number. Thirteen of the Cambridge Colleges subscribed to aid this branch of Extension work during the last two

## CHRONOLOGICAL TABLE OF EVENTS 135

years. Signs of wider public interest in the movement are the Final Report of the Adult Education Committee published in 1919 by the Ministry of Reconstruction, and the formation of a Committee by the President of the Board of Education (1921) to deal with the subject, of which Committee Dr Parry is elected Vice-Chairman and Dr Cranage a member.

The Oxford Summer Meeting on 'Ancient Rome: its place in the History of Civilisation,' the first Meeting organised by the new Secretary, was remarkably successful. The Cambridge Secretary read a paper on 'Extra-mural University Education' before the British Association at Edinburgh.

- 1922 The post-war recovery of University Extension still shown by increased number of lecture courses. The paper work not yet up to pre-war amount. Nottingham University College, founded eight years after Local Lectures were established there, is now making a large addition to its buildings. Leicester, another centre dating from 1873, has now established a University College of its own and has appointed as its first Principal Dr R. F. Rattray, of Glasgow University.

The Tutorial Classes under the Syndicate are this year thirteen in number, the highest since the movement was started in connection with Cambridge. The seventh of the Summer Schools under the Tutorial Classes was held in the Long Vacation.

The seventeenth Summer Meeting was held from July 29th to August 18th, with 'Medieval and Modern Italy' as the general subject. The inaugural address was given by H.R.H. the Duke of Aosta, K.G. The number of students attending was 544, though high expenses of board and travelling tended to keep many from coming who wished to attend.

An Economics Section also formed part of the Meeting and had for its subject, 'Control in Industry,' with lectures given from the point of view of both employers and employed.

The Central Library for Students continues to grow rapidly and has now been removed to larger premises at 9, Galen Place, Bury Street, near the British Museum. Dr Parry has succeeded the Bishop of Manchester as Chairman of the Adult Education Committee.

- 1923 The Jubilee of the Cambridge Local Lectures is being observed in July of the present year by a Conference at Cambridge on University extra-mural teaching. The Chancellor of the University, the Right Hon. The Earl Balfour, will preside at the first meeting on Friday, July 6th, and a large number of representatives of Universities in the British Empire and from other countries have accepted invitations to take part. Subject of the Summer Meeting at Oxford—UNIVERSITIES, MEDIAEVAL AND MODERN, and their place in National Life. The Inaugural Lecture to be given by Sir Michael E. Sadler, K.C.S.I., C.B.

*Auspicium melioris Aevi*



# NOTES OF EXTENSION WORK IN UNIVERSITIES OTHER THAN OXFORD AND CAMBRIDGE

## I. LONDON

*From the OFFICIAL BOOK OF REGULATIONS for 1922*

### HISTORICAL INTRODUCTION

THE UNIVERSITY EXTENSION movement was inaugurated in 1873 by the University of Cambridge, and adopted shortly afterwards by the University of Oxford. In 1876 the London Society for the Extension of University Teaching was founded to establish and maintain similar work within the metropolitan area.

For over twenty-five years from 1876 University Extension Teaching in London was successfully carried on by the London Society. The reconstitution of the University of London in 1901 marked an epoch in the history of the work; the London Society by voluntary resolution handed over to the University the organisation which it had built up, and the Board to Promote the Extension of University Teaching was constituted to deal with this new department of University work. The aims of the work of the old London Society were carefully maintained; the regulations were modified in order to make them applicable to the new conditions.

The changes then and since made, briefly summarised below, have proved altogether beneficial; the scope of the work has been extended, and a progressively higher standard has been attained.

Among the changes made at the period of transition were the institution of the standards of Merit and Special Distinction in Terminal and Sessional examinations, the encouragement of short pioneer courses, the free admission of local secretaries to Central Courses, and the establishment of the Supplementary List on which new Lecturers are placed before proceeding to the Panel. Later, in 1908, the Senate instituted a class of Staff

Lecturers, for whose services a slightly higher fee is charged to the Centres. Only lecturers of wide experience who have for a period of years delivered a considerable number of courses annually for the Board are eligible for this distinction, and not more than two Staff Lecturers are appointed in any one subject.

Under the London Society a certificate entitled the Certificate of Continuous Study was awarded to students who completed a continuous course of study extending over four years. In 1902 the title of the certificate was altered to "Vice-Chancellor's Certificate of Continuous Study," the certificates being thenceforward issued with the signature of the Vice-Chancellor of the University. In the same year regulations for a certificate of a more advanced kind were approved, and in 1905 this new certificate received the title of the 'Chancellor's University Extension Certificate,' the scheme of work extending over five years, and students being required to pass examinations in several different subjects.

Experience showed, however, that some more adequate recognition of continuous study was essential, and a scheme was worked out which may be regarded as a further development of the principles which were at the foundation of the Chancellor's University Extension Certificate. During the Session 1908-9 the Senate established, in place of the Chancellor's Certificate, the Diplomas in the Humanities, the first definite University award to London University Extension students. Diplomas were in the first instance given in Literature, History, and Economics and Social Science; to these, in June 1912, the Diploma in the History of Art was added, and in May, 1918, the Diploma Scheme was modified in order to make provision, under the Regulations for the Diploma in Economics and Social Science, for a Diploma for Civic Workers, embracing the Conditions of Social and Industrial Well-being and the Conditions of Health. In each case a three years' course of general study in the subject is usually required, followed by a fourth year of more specialised work, and a final examination.

In July 1909, following on representations made by the

Workers' Educational Association, the Senate established the Joint Committee for the Promotion of the Higher Education of Working People to co-operate with the University Extension Board in the organisation of the higher education of working people by means of Tutorial Classes. The number of students admitted to a class is limited, the scheme of work extends over three Sessions, and there are in connection with these classes neither examinations nor certificates.

The Great War of 1914-18, as may be expected, modified the character of much of the work, and, side by side with work of the ordinary type, instruction was given by means of many special lectures and classes at munition huts, military hospitals, and elsewhere.

The foregoing brief summary will indicate that the work in London retains, after some forty years, those vigorous elements of vitality and that elasticity and power of development which should make it a factor of increasing importance in the future; and both the provisions of the Education Act of 1918 and the Final Report of the Adult Education Committee make it clear that the Extension work of the Universities is destined to hold a prominent place in our educational system.

The Act, in paragraph 3 (2), lays down the important provision that Local Education Authorities in preparing schemes for 'the progressive organisation of a system of continuation schools' shall 'have regard to the desirability of including therein arrangements for the co-operation of Universities in the provision of Lectures and Classes for scholars for whom instruction by such means is suitable.' This opportunity for linking up the Universities and the Continuation Schools is one of which, in the interests of a broad and coherent scheme of sound and progressive national education, full advantage should be taken.

The number of Courses of Lectures given in Lent Term 1922, at Gresham College (Central Courses) and at other centres in and around London was 59. Of Tutorial Classes the number was 29.

## II. MANCHESTER

THE work of University Extension in connection with the Victoria University, afterwards reconstituted as the Victoria University of Manchester, was begun by the formation of a Committee in 1886, and a strong staff of Lecturers was appointed, containing such scholars as Professor Milnes Marshall, F.R.S., Dr G. H. Bailey, Professor W. Boyd Dawkins, F.R.S., Professor H. B. Dixon, F.R.S., the Rev. E. L. Hicks (Canon of Manchester and afterwards Bishop of Lincoln), Dr W. E. Hoyle (now Curator of the National Museum of Wales), the late Sir Walter Raleigh, Professor Cyril Ransome, the late Professor A. S. Wilkins and many others.

The movement was successful, about twenty courses being arranged and delivered during the first three winters. The work of the Committee developed under the care of a representative Standing Committee, additional Lecturers, such as Professor Oliver Elton, Professor E. C. K. Gonner, Professor Miall, Professor J. M. Mackay, Professor Herdman, and many others joining the panel. In 1892 about forty-eight courses of a general character and fifty-five in technical subjects were arranged. At that period, and for some time afterwards, considerable numbers of lectures were given in Pupil Teachers' Centres. The work continued with success for several years, but about 1912 the local demand had diminished considerably, and at present the number of courses arranged each session averages about eight. Coincident with the decline in the demand for local Lectures on the older University Extension basis has been the growth of the demand for Tutorial Classes for Workpeople, with a course of study covering a period of three years, from 1909 onwards, and for the provision of lectures and classes in connection with branches of the Workers' Educational Association and other developments of provision for University Extra-Mural Adult education. Alongside the University Extension Committee, a University Joint Committee to organise Tutorial Classes was set up in 1909, and in 1920 the University Extension Committee was re-

constructed as a Committee for Extra-Mural work, with the appointment of an External Registrar to supervise its development. The number of Tutorial Classes now organised by the University Joint Committee is about thirty-two, and provision is also made for specially approved One-Year classes.

The Extra-Mural Committee provides Lecturers for single Extension Lectures and Extension Courses in places outside the University, and also a large number of courses for teachers and other special groups interested in some particular subject of study, as well as for the general public, in the evenings in the University itself.

The experience of the Committee of the Manchester University is that although there is not the same demand for the older form of Extension Courses by the type of audience from which the support for this work was at first mainly drawn, there is a large and increasing demand for the provision of facilities for Extra-Mural education, and associated with this—and partly arising from it—a demand for the provision of facilities for special courses of study in the University itself for selected students who have attended classes and lectures of an Extra-Mural character. In the present session arrangements have been made for thirty-two Tutorial Classes and three One-Year Classes, eight Extension Courses of lectures with an attendance of about 500 students, twenty Public Lectures with an estimated attendance of 4000 people in the University, and eight Extension Courses outside the University.

### III. LEEDS

THE first origins of Extension work are to be found in the invitation from Leeds, among other places, to Mr James Stuart of Cambridge to give some lectures to ladies. When these invitations and Mr Stuart's lectures, given in response, had been followed at Cambridge by the formation of the Syndicate for Local Lectures, Leeds was among the earlier towns to form a 'Local Committee to promote University Extension Lectures.'

The 'Yorkshire College of Science' was inaugurated as a

working institution a fortnight after a meeting had been held in Leeds to welcome those who were described as 'The Cambridge Missionaries,' in 1877, under whose previous leadership Lectures had been given for at least three years. On Jan. 26th of that year a deputation of three of the most influential members of the Extension Committee attended a meeting of the Education Committee of the new College of Science, stating that the period of three years for which they had undertaken to supply literary teaching in Leeds was on the point of expiring, and inquired if the College would be able to undertake such work in any more systematic way. The result was a scheme for the creation of two more Chairs in the College of Science, one of Classics, and another of Literature and History; in which the stipend of the Professor was fixed at the rate of £300 a year.

The Extension Committee itself very generously undertook to collect more than half this sum, namely £350 a year. One consequence of this action was the changing of the name of the 'Yorkshire College of Science' to the name of 'The Yorkshire College.' Further particulars of the development of the Yorkshire College into the University of Leeds (April 25th, 1904) may be found in the *Memoir* of Sir N. Bodington, its first Vice-Chancellor (Macmillan and Co. 1912).

The way in which Extension work has grown in the half-century with which this survey is concerned is clearly seen by observing its course from Cambridge to Leeds; and then, having taken root there, its further extension can be traced in the figures which mark its course from 1891 onwards, growing with the growth of Yorkshire College as it becomes Leeds University and then developing with the University and throwing out the fresh ramifications of the Tutorial Classes. As there is not room for inclusion in the present work of the full yearly chronicles which are appropriate to the history of each University taken by itself, we give only the decennial records which indicate how Extension work stood at those several intervals of time; and it will be observed that there is a small lacuna in the first decade, caused by the omission in the data furnished of the years 1901-1904.

## DECADE 1891 to 1901

No. of Lecture Centres	48	No. of Lectures given	358
------------------------	----	-----------------------	-----

*From 1905-1915*

No. of Centres	... 48	No. of Lectures given	282
----------------	--------	-----------------------	-----

*From 1915-1923*

No. of Centres	... 14	No. of Lectures given	87
----------------	--------	-----------------------	----

In 1908 an Advisory Committee of Leeds and West Riding Education Authorities and of Representatives of W.E.A. was appointed to conduct Tutorial Classes. They began to hold Classes in 1909 and the number of such Classes has grown from 4 to 36 at the present time, with 690 Students in the year 1922.

## IV. SHEFFIELD

A COMMITTEE of seven members of the University Faculties, under the Vice-Chancellor (then Mr H. A. L. Fisher) was formed in 1915 to organise University Extension Lectures. As was natural, a special section of the subjects offered was concerned with the events of that critical period, the Vice-Chancellor himself giving a course of six lectures on *The Historical Origins of the War*. Dr H. Coward undertook a course on *Landmarks in Musical History* and there were eight or nine other Lecturers on Arts subjects, including a course on 'The problem of Education from a modern standpoint,' by Professor J. A. Green. Five Lecturers offered courses on scientific subjects. Sheffield being one of the cities working at high pressure during the war, the work of University Extension had but a poor chance of starting favourably, and it has not on the lecturing side of the work as yet gone forward with much hope of success.

The Tutorial Classes have done better. They were first started in 1908-9, with the number of students attending them as 28. In the session for 1921-2 the numbers had grown to 578, distributed in twenty-three Classes. The subjects chosen for study were as follows:

	<i>Classes</i>
Economics, in one form or another	Ten
Industrial problems, or History ...	Three
Social and Political History ...	Two
English Literature ... ..	Five
Biology ... ..	One
Psychology ... ..	One
Local Government ... ..	One

In the Annual Reports of this University for the year ending July 31st, 1922, is included a valuable record of Lectures and Addresses by Members of the University Staff, which were given outside the University and were therefore in some sense part of its extra-mural influence, if not of its official work. They were on many different themes and are classified in the Report as given by Members of different Faculties in the Universities, namely, Arts, Pure Science, Medicine, Engineering, Metallurgy.

The number of such Lectures by individual Lecturers varied from ten or eleven, and in one case eighteen, to one. The total number reaching at least 80.

## V. BRISTOL

BRISTOL UNIVERSITY was the outcome of the movement started by Dr Percival and seconded by Dr Jowett, Master of Balliol, as far back as 1874. By their help the University College was first founded and was the first College of its kind in England to be open to men and women alike (cf. *Life of Bp Percival*, p. 263). Later on, largely by the munificence of the Wills family, in consultation with Bishop G. Forrest Browne, the College developed into Bristol University and the present record of its extra-mural activities can be seen by the following figures covering the period 1920-1922.

### TUTORIAL CLASSES

- 1920-21, 19. In Psychology, Social Practice and Theory, Economics, History.
- 1922-23, 16. The British Commonwealth, European History, Human Geography.



Twenty Public Evening Lectures in the University.

Thirty Lectures to Graduates, in the University.

Twenty-two Lectures to Teachers in the University, and at Trowbridge.

Extension Courses of Lectures at Coleford, Bath, Backwell, Cheltenham Ladies College, Lydney, Horfield, Yatton.

One hundred and forty-one Lectures given for the Bristol City Education Committee.

Ten Lectures to Bristol Association of Science Teachers.

Seventy-two Classes for Miners on Saturday afternoons.

Six Lectures on Modern Tendencies in Art.

Six Popular Lectures in the Merchant Venturers Technical College.

A very successful Summer School was held during the Long Vacation: the subjects taken were English Literature, Geography, Psychology, Social History and Political Theory.

In May of the present year (1923) it is announced that in order to co-ordinate its extra-mural work the Council has appointed Mr Hubert Phillips, M.A., as Director of Extra-Mural Studies. Mr Phillips is head of the Department of Economics in the University.

## VI. DURHAM

THE following notes of Extension work are sent by the Registrar:

1. In 1886 Evening Lectures were instituted in Durham and the neighbourhood in Theology and Arts subjects, but these were more for intending students at the University than for the general public.

2. In 1894 a far more ambitious scheme was set on foot for extension Lectures in the North of England. The scheme was approved by Senate and I find reference to a Board for University Extension Lectures which was authorised to take steps to get a Parliamentary Grant in aid of the scheme. This scheme, I believe, was originally to be worked somehow in connection with the Cambridge University Scheme though I

find a little later that Senate resolved to withdraw its connection with the University of Cambridge in the matter.

3. We have now no extension work in the University outside Tutorial Classes for the Workers' Educational Association, the report of which for 1921-22 I enclose, showing that for the years 1922-3 the number of Tutorial Classes under the University was twenty-two.

## VII. LIVERPOOL

UNIVERSITY Extension began in Liverpool with the foundation of a Society for this purpose, which issued its first Report in the year 1900, stating that it would begin work with an income of £211. 6s. 9d., of which £100 was a Grant from the Liverpool Royal Institution. By 1909, the Society's income had grown to £1,207. 10s. It maintained in that year 15 Courses of Lectures, one of which was on Music that was to be performed in the city during the winter. In addition to these lectures for the general public the Society arranged also a large number of Courses for Educational Committees and two for Training Colleges.

In 1911, the Society handed its work over to the University Extension Board of the University of Liverpool, whose first Report was issued in that year. This showed that five Tutorial Classes had also come into existence. The Board's income for the year ending Sept. 30th was £1,794. 18s. 6d. and the total number of Courses of Lectures and Classes was 32.

In the year 1922 the Report of the Board showed a marked increase of work and strong recovery from the war, as the following figures testify: Number of Courses of Lectures, 20; number of Lectures, 120; Tutorial Classes, 48; number of Members, 1,337; Subscriptions and Donations, £101. 1s. 0d.; Total Income for the year, £1,777. 15s. 11d.

APPENDIX I  
A RECORD  
OF SUMMER MEETINGS

APPENDIX II  
SUMMER MEETINGS  
INAUGURAL LECTURES

# APPENDIX I

## A RECORD OF SUMMER MEETINGS

### CAMBRIDGE

<i>Year</i>	<i>Subject</i>	<i>Number of Students</i>
1885		4
1887		4
1890		41*
1891		47
1892		202
1893		650
1894	Two Long Vacation Courses . . . . .	36
1895	Similar to 1894 . . . . .	36
1896	The Evolution of our National Life . . . . .	467
1898	(Cambridge forbore in favour of London)	
1900	England in the xixth Century. . . . .	752
1902	Chief States and their relation to the British Empire .	950
1904	The West of England in English History and Literature	601†
1906	The xviii <sup>th</sup> Century . . . . .	683
1908	Ancient Greece. Social Economics . . . . .	655
1910	Yorkshire History. Economics . . . . .	504‡
1912	The British Empire . . . . .	565
1914	Modern Life and Politics. . . . .	561§
1916	Russia . . . . .	483
1918	The United States of America . . . . .	388¶
1920	Spain . . . . .	451
1922	Medieval and Modern Italy . . . . .	544

\* First official Meeting.

† Held at Exeter.

‡ Held at York.

§ First Year of the War.

|| Third Year of the War.

¶ Fifth Year of the War.

## OXFORD

<i>Year</i>	<i>Subject</i>	<i>Number of Students</i>
1888	No record . . . . .	No record
1889	Miscellaneous . . . . .	"
1890	Miscellaneous . . . . .	813
1891	Medieval History . . . . .	996
1892	Renaissance and Reformation . . . . .	1262
1893	(Only Science classes held)	
1894	The xviii <sup>th</sup> Century . . . . .	1004
1895	The Period of 1689-1789 . . . . .	755
1897	The Revolutionary Epoch 1789-1848 . . . . .	866
1899	The Period 1837-1871 . . . . .	949
1901	The Making of England, to A.D. 1215 . . . . .	1058
1903	Medieval England . . . . .	1136
1905	Renaissance and Reformation . . . . .	1006
1907	Oxford and Social Economics . . . . .	1219
1909	Italy . . . . .	1752
1911	Germany . . . . .	1188
1913	France; and Social Service . . . . .	1200
1915	Ancient Greece and Social Service . . . . .	607*
1917	Problems of Reconstruction . . . . .	647†
1919	The British Commonwealth . . . . .	812
1921	Ancient Rome . . . . .	836
1923	Universities . . . . .	

\* Second Year of the War.

† Fourth Year of the War.

# APPENDIX II

## SUMMER MEETINGS

### INAUGURAL LECTURES

<i>Year</i>	<i>Name</i>	<i>Place</i>
(1888-1890. No records)		
1891	Mr Frederic Harrison . . . . .	Oxford
1892	Mr James Stuart . . . . .	Cambridge
1892	Mr John Addington Symonds . . . . .	Oxford
1893	Dr Jebb, M.P. . . . .	Cambridge
1895	Professor W. Odling, M.A. . . . .	Oxford
1896	Dr Butler, Master of Trinity . . . . .	Cambridge
1897	Dr Boyd Carpenter, Bishop of Ripon . . . . .	Oxford
1899	Hon. George C. Brodrick, D.C.L. . . . .	Oxford
1900	Right Hon. A. J. Balfour, M.P. . . . .	Cambridge
1901	Right Hon. H. H. Asquith, M.P., K.C. . . . .	Oxford
1902	The Vice-Chancellor of Cambridge (A. W. Ward)	Cambridge
1903	His Excellency Joseph H. Choate . . . . .	Oxford
1904	The Bishop of Bristol, G. Forrest Browne . . . . .	Exeter
1905	Right Hon. James Stuart . . . . .	Oxford
1906	His Excellency the Hon. Whitelaw Reid . . . . .	Cambridge
1907	Right Hon. the Earl of Halsbury . . . . .	Oxford
1908	Dr Butler, Master of Trinity . . . . .	Cambridge
1909	His Excellency the Marquis di San Giuliano . . . . .	Oxford
1910	The Archbishop of York, Dr C. G. Lang . . . . .	York
1911	Viscount Haldane . . . . .	Oxford
1912	The Earl of Selborne . . . . .	Cambridge
1913	Mr Michael Sadler, C.B. . . . .	Oxford
1914	Sir Joseph Thomson, O.M. . . . .	Cambridge
1915	Rev. J. P. Mahaffy . . . . .	Oxford
1916	Lord Robert Cecil, M.P. . . . .	Cambridge
1917	Mr Herbert Samuel, M.P. . . . .	Oxford
1918	Major-General Biddle . . . . .	Cambridge
1919	Viscount Milner . . . . .	Oxford
1920	Señor Don Alfonso Merry del Val . . . . .	Cambridge
1921	Right Hon. Sir J. Rennell Rodd . . . . .	Oxford
1922	H.R.H. the Duke of Aosta, K.G. . . . .	Cambridge
1923	Sir Michael Sadler, K.C.S.I., C.B. . . . .	Oxford

## INAUGURAL LECTURES

*Subject*

A short Survey of the Thirteenth Century

University Extension

The Renaissance

The Work of the Universities for the Nation, Past and Present

The Dawn of Modern Chemistry

The Romantic Revival in English Literature

Half a Century of University Teaching

The Aims of University Teaching

Life and Thought in Europe and America in the XIXth Century

Education in America

Universities

University Extension during the last Thirty Years

The Rise of the United States of America and the tendencies of its  
Development

A Modern University

The Ideals of a University

Italy's place in the World's History

Experience of University Extension

Germany and Great Britain

The British Empire

Some signs of French influence in our English Education

Modern Life and Politics

The Expansion of Greek History

Russia's contribution to Religion and Civilisation

Problems of Reconstruction

The American Preparations for War

The Future of the British Empire

The contribution of Spain to Western Civilisation

Ancient Rome

The Italian Soldier

Three Oxford Men: T. Arnold, J. H. Newman, B. Jowett; their  
influence on English Education

# INDEX

- Acland, Mr Arthur, 119  
 Adams, Professor H. B., 49  
 Adult Education, Report on, 96  
 Affiliation, Conditions of, 30  
 American Developments, 48, 50,  
     105-112  
 Aosta, Duke of, 135  
  
 Bailey, Dr G. H., 132, 140  
 Balfour, Lord, 124, 136  
 Beginning of Movement, 5  
 Bellamy, Dr, 42, 91  
 Berry, Mr Arthur, 122  
 Biddle, Maj.-Gen., 132  
 Birks, Mr E. B., 19, 118  
 Birmingham, Mason College, 25,  
     118  
 Bodington, Sir Nathan, 29, 142  
 Bristol, University College, 25,  
     119  
 Browne, Bishop Forrest, 20, 21,  
     49, 51, 53, 54, 55, 118, 119, 120,  
     122, 125, 126, 128, 144  
 Bryce, Mr James, 9  
 Burn, Dr A. E., 125  
 Butler, Mrs Josephine, 9  
 — Dr Montagu, 62, 127, 132  
  
 Cambridge, Conferences at, 44, 45,  
     83  
 Carnarvon, Lord, 19  
 Cecil, Lord Robert, 130  
 Chautauqua, 48, 49, 121  
 Clayden, Mr, 124  
 Clough, Miss A. J., 9  
 Colchester College, 123  
 Collins, Mr J. Churton, 62,  
     127  
 Conferences at Cambridge, 44, 45,  
     83  
 — at Oxford, 37-45, 83  
 — at Madison, Wisconsin, 106  
  
 Conference to enquire into Edu-  
     cational Facilities for Trade  
     Unionists, 99  
 Congress in London, 83  
 — of Universities of the Empire,  
     70  
 Continuation Schools, 67  
 Coordination of Extension Work,  
     112, 113  
 Courses of Lectures, Short and  
     Long, 35  
 Coward, Dr H., 143  
 Cox, Mr Harold, 126  
 Cranage, Dr D. H. S., 63, 68, 70,  
     124, 128, 129, 134, 135  
 Crews, Lectures at, 13  
 — Mechanics Institute at, 16  
 Cunningham, the Rev. Wm., 19,  
     119, 133  
  
 Dawkins, Professor W. Boyd, 140  
 Dixon, Professor H. B., 140  
 Dundee, College at, 25  
 Durham, Summer School at, 53  
 — Extension Work, 145  
  
 Earnshaw, Mr Samuel, 9  
 Ede, Dr W. Moore, 19, 51, 118  
 Education Act of 1902, 69  
 Elton, Professor Oliver, 140  
 Ely, Bishop of, 129  
 Enfield, Mr Richard, 18  
 Evening Students, College for, 28  
 Exeter, University College, 25, 122  
 Experiments, Fresh, 105  
 Extenders and Researchers, 83, 84  
  
 Ffoulkes, Rev. E. S., 57, 58  
 Fisher, Mr H. A. L., 134, 143  
 — Mr J. H., 124  
 Fitch, Mr Joshua, 9  
 Fitzpatrick, Rev. T. C., 132



- Gilchrist Trust, 19, 24, 121, 127  
 Gollancz, Mr Israel, 62  
 Gonner, Professor E. C. K., 140  
 Goschen, Lord, 19, 23, 118  
 Green, Professor J. A., 143  
  
 Haldane, Lord, 65  
 Halstead, Mr Robert, 67  
 Harbottle, Sir John, 131, 134  
 Harding, Mr T. O., 19, 118  
 Hargood, Miss, 128  
 Herdman, Professor, 140  
 Hervey, Lord Arthur, 2, 3, 13  
 Hicks, Rev. E. L., 140  
 Holmes, Mr Alfred, 131  
 Hoyle, Dr W. E., 140  
 Humphry, Professor, 55  
 Hutchinson, Rev. F. E., 134  
  
 Jebb, Professor R. C., 61, 122  
 Johnson, Dr A. H., 51  
 Jowett, Dr, 32, 39, 144  
  
 Kaines Smith, Mr, 129  
 Keeting, Dr and Mrs, 9  
 Kitchin, Dr, 68  
  
 Labour College, 101  
 Lawrence, Dr T. J., 19, 133  
 Lea, Mr John, 128  
 Leathes, Mr, 55  
 Lecturer, qualities required in a,  
     77-80  
 Lee, Dr Markham, 132  
 Leeds (Yorkshire College of  
     Science), 141-143  
 Leverhulme, Lord, 129  
 Libraries, University, 113  
 — Travelling, 38  
 Liverpool, University College, 25,  
     119  
 Local Secretary, Ideal of, 80  
  
 Macgregor, Professor D. H., 129  
 Mackay, Professor J. M., 140  
 Mackinder, Mr H. J., 33, 45, 57,  
     122  
 Mactavish, Mr J. M., 74, 101  
 Maitland, Miss Agnes C., 95  
 Manchester, Victoria University,  
     25, 139-141  
 Mann, Dr, 124  
 Mansbridge, Mr Albert, 64-69,  
     125, 128  
 Mansion House Meeting, 23  
 Marriott, Mr J. A. R., 45, 68, 70,  
     123, 128, 132, 134  
 Marshall, Professor Milnes, 140  
 — Miss Theodosia, 9  
 Masterman, Professor, 68, 126  
 Mechanics Institutes, 69  
 Memorials from North and Mid-  
     lands, 16  
 Merry del Val, Señor Don Alfonso,  
     133  
 Miall, Professor, 140  
 Mills, Mr J. Travis, 132  
 Minnesota, University Weeks, 107-  
     112  
 Montgomery, Miss, 80, 132, 133  
 Moorsom, Mr W. M., 13  
 Morse, Canon, 18  
 Moulton, Dr R. G., 19, 50, 51, 52,  
     120, 122, 134  
 Myers, Mr F. W. H., 63  
  
 Newcastle-on-Tyne, College at, 25  
 Newnham College, 55, 56, 57  
 Northam, Mr Reginald, 133  
 Nottingham, University College,  
     21, 119, 120  
  
 Oldham, Mr H. Yule, 63, 124  
 Organisation of Extension Work,  
     84-90  
 Owens, Mr John, 3  
 Oxford and Short Courses, 34-36  
  
 Page, Dr W. H., 132  
 Paper work—how it arose, 11  
 Pares, Mr Bernard, 124  
 Parry, Dr R. St J., 134, 135, 136  
 Pateman, Mr G. H., 134  
 Paton, Dr J. B., 18, 48, 121

- Percival, Dr, 37, 48, 57, 67, 68, 95,  
121, 144  
Personnel of Movement, 81  
Phythian, Mr J. E., 129  
Prothero, Mr G. W., 119  
Pugh, Mr Arthur, 99
- Raleigh, Sir Walter, 140  
Ransome, Professor Cyril, 140  
Rattray, Dr R. F., 135  
Reading, University College, 25,  
122  
Reid, Hon. W., 126  
Report of Trade Union Com-  
mittee of Enquiry, 99-104  
— of Royal Commission on Oxford  
and Cambridge Universities, 97,  
98  
Reports, Six Early Oxford, 4  
Rigby, Miss E., 123  
Ripon, Marquis of, 45  
Roberts, Mr R. D., 19, 23-27, 55,  
120, 122, 123, 124, 127, 128  
— Mr Samuel, 9  
Rochdale Pioneers, 14, 16  
Rose, Dr J. Holland, 64, 129  
Rowley, Mr Charles, 48, 121  
Ruskin College, 69, 101  
Ryle, Dr H. E., 62
- Sadler, Sir Michael, 3, 29, 33, 37,  
48, 53, 57, 61, 120, 122, 123,  
124, 125, 136  
Seaman, Mr Owen, 59, 126  
Selborne, Earl of, 128  
Selwyn College, 55, 56, 57  
Sewell, Mr William, 2, 3, 32  
Shaw, Rev. W. Hudson, 39, 45,  
68, 113, 121  
Sheffield, Firth College, 22, 119  
Short Courses, 34-36  
Sidgwick, Mr Henry, 16  
Stansfeld, Sir James, 19  
Stanton, Professor V. H., 19, 51,  
62, 118  
State Grants for Extension Work  
in America, 106
- Steinthal, Dr, 9  
Stuart, Mr James, 7, 8, 25, 57, 59,  
76, 118, 120, 126, 129  
— Mrs James, 133  
Subjects of Study desired by Trade  
Unionists, 100, 101  
Summer Meetings, Origin of, 46;  
Costs of, 59  
Summer Meeting at Cambridge in  
1890, 54-56  
Symes, Mr J. E., 19
- Talbot, Rev. E. S., 40  
— Mr J. G., 44  
Temple, Dr, 39, 40  
Thomson, Sir Joseph, 129  
Trade Unionists, Enquiry into  
Educational facilities for, 99-  
104  
Tutorial Classes, Oxford Confer-  
ence on, 71, 74  
— — Report on their position in  
1912, 70  
— — Statistics, 74  
— — Bristol University, 144  
— — Durham University, 145  
— — Leeds University, 143  
— — Manchester University, 141  
— — Sheffield University, 5, 143
- University Extension, Definition  
of, 1; Beginning of, 5  
University Week, 108-112
- Van Hise, Mr Charles R., 106  
Vaughan, Rev. D. J., 18  
Verrall, Dr, 55  
Vincent, Mr George E., 109
- Watson, Dr Spence, 45  
Westcott, Dr, 44  
Westlake, Miss E. Mabel, 62  
Wicksteed, Dr Philip, 130, 134  
Wilkins, Professor A. S., 140  
Wilson, Miss Lucy, 9  
Wolstenholme, Miss, 9  
Women's Education, 95

- Workers' Educational Association:  
Financial Organisation, 103  
Foundation of, 64  
Later History of, 73  
Objects of, 67
- Wyatt, Mr A. J., 63, 132  
Wyld, Mr Norman, 68
- York, Archbishop of, 127  
Yorkshire College of Science, 25,  
119, 141, 142









UNIVERSAL  
LIBRARY



134 285

UNIVERSAL  
LIBRARY